

PERSONAL COLUMN

The educational scene in Britain is brighter than it has been for some years, and for three reasons. First, there is a new public consciousness of the importance of educational policy, if only for the disturbing reason that huge numbers of people are now painfully aware that the policies we have been pursuing are not good enough. Second, lessons have been learned, at any rate in some quarters, as a result of the teachers' dispute. Third, the Department of Education and Science is now in the hands of a sensible man who is also an exceptionally adroit politician, capable both of outmanoeuvring the vested interests which stand in the way of reforms, and of successfully presenting those reforms to Cabinet, Parliament and public. I have an intuitive feeling that, after years of disillusionment and failure, we may be at the beginning of an exciting and creative period in British education.

Conservative MPs have neglected education over the past seven and a half years, and allowed the state sector to deteriorate primarily, I fear, because they can afford to buy their own children out of it. That period is now ending. Kenneth Baker, who sees the new interest in education turning his department into the stepping-stone to Downing Street and knows that a success at his new job will immeasurably strengthen his chances of getting there, is determined to improve the human resources, and increase the financial resources, which we devote to educating our children. It is not much use attaining one object if you fail with the other. I would like to suggest new ways of securing both.

High-quality education, I believe, is produced by two things: dedicated teachers (especially heads) and the strong spirit of individual schools – both, of course, being connected. There are some teachers whose passion to raise the young is so overwhelming that they will give of their own under any circumstances. But most, as in any other profession, need an element of motivation to excel. Teaching in Britain has lacked a satisfactory career structure because it does not provide routes to the very top, as does the law and medicine. I would like to see a flexible career-field, in which it would be by no means unusual for an exceptionally gifted



PAUL JOHNSON

Ways to the top

'In making education universal, we have severely limited the career opportunities of teachers'

primary schoolteacher to end his or her working life as the vice-chancellor of a leading university.

In this respect, the pre-modern era, when teaching of all kinds was largely in the hands of those in holy orders, did rather better than our own.

In the 19th century, a man of parts might typically start teaching infants, move on to a fellowship, then to a headmastership, the headship of an Oxbridge college, and finally to a bishopric – which in those days brought not only affluence and social position but real power. It is paradoxical that, in making education universal, we have severely limited the career opportunities of teachers.

Today few teachers in schools, I imagine, want to become bishops, but many would like the opportunity to experience university teaching and/or research. This is still possible, though increasingly unusual, in the private sector. I propose a general lowering of demarcational obstacles so that members of the profession can move easily between school and university teaching, between teaching and study, and between headships of schools, colleges and all the top academic posts. I believe this would in time improve educational standards all round, not just by offering glittering prizes to the teaching profession as a whole, but by improving its parts.

At present, too many dons do not know

how to teach, and too few schoolteachers keep up with developments in their own subjects; college and university heads often do not know how to get the best out of their staffs, in ways a good headteacher would take for granted; and heads, in turn, sometimes lack the university contacts they need to bring the best out of gifted pupils. There are many more advantages to treating the teaching profession as a unity, and few drawbacks that I can see.

On the second point – increasing the financial resources – I think it is folly for our educators to see the public, that is to say the taxpayer and ratepayer, as the sole source of funds. We live on a crowded island and our future is necessarily commercial; it will be a poor one unless we can, to some extent, align our educational system with our commercial needs. At present we suffer from a culture which is not only non-commercial but in many ways anti-commercial.

One reason why our educational system tends to be anti-commercial is that it is financed by firms and entrepreneurs as taxpayers rather than as patrons. This not only destroys the personal nexus but breeds ignorance (and so hostility) on both sides.

In my frequent visits to America, I meet many people involved in business and universities and it is notable how often the two worlds overlap. A leading US businessman will nearly always know something

about how universities are run, and will often be on the governing board of one and closely involved in its administration. Equally, it is rare to find senior university people who are not knowledgeable and in touch with business. Both groups are fully aware of each other's needs, and respond to them. There is, in America, no fatal chasm between academia and the market-place and both are stronger in consequence.

In recent years, some of our universities have begun, slowly and reluctantly, to recognize that the state is not an inexhaustible milk cow and that to survive, let alone flourish, they must find sponsors in commerce. This has led, so far as I can see, not to a lowering of academic standards, but a sharpening of their focus.

I urge that this burgeoning partnership between university and business be extended to the schools. After all, school and work are, or ought to be, a continuum in many ways. Education and employment must be geared together, especially locally. Firms should play a much greater direct part (with the help of tax relief) in the financing of local schools, and in their efficient organization. Schools should also play a part in helping local firms with their training programmes.

The world is becoming a fast-moving and fiercely competitive place and to make our living in it we must recognize that we are all part of the same national effort – schools, universities and business. Kenneth Baker, who has not been Minister of Technology for nothing, is clearly thinking on these lines.

NEXT WEEK

No Shelter
Ian Nash investigates the problems of homeless teenagers
Pots and kettles
Julia Neuberger on the right-wing counter-attack on the anti-racism brigade
Domesday: from book to computer
Will the BBC's new system make the grade?
Extra: Geography

NOTICEBOARD

PEOPLE...

Dr Anthony Bates has been appointed to a personal chair in educational media research at the Open University. He was formerly a reader in media research methods. Dr Mario Blasetti, director of the Open University's human cognition research laboratory, has been appointed as the OU's first professor of artificial intelligence and as director of the intelligent knowledge-based systems training project. Mr Anthony Harris to be head of Camberwell School of Arts and Crafts. He was formerly vice-principal of Chelsea School of Art.

CONFERENCES...

December 4 and 9
Two Royal National Institute for the Blind conferences: the first on Mathematics for visually handicapped students in secondary schools and FE colleges at the Regent Hotel, Leamington Spa, fee £15. The second on Technology in the classroom, concentrating on the needs of visually handicapped children at the Manor House Hotel, Leamington Spa, fee £25. Details of both conferences from the Administrator, RNIB conference centre, 13 Warwick New Road, Leamington Spa CV32 5JB.
December 12
Motivation to learn Standing Conference on Studies in Education at King's College London. Speakers include Professor Noel Entwistle, Professor Laing Brown, Dr David Fontana and Dr George Toller. Fee £5. Details from Leon Boucher, Honorary Secretary, Chester

College, Chayney Road, Chester CH3 7AR.

December 17-19
New Learning Opportunities in FE and HE organized jointly by CET, FEU and NATFHE at Loughborough University of Technology. Details from Lesley McDonald, CET, 3 Devonshire Street, London W1N 2BA.
December 22-23
Linnard 86 forum on Jewish Education, from theory into practice at Lady Spencer-Churchill College, Oxford. Fee £125, reductions for children.
January 1-4
Details from the Linnard Office, 2 Egerton Gardens, London NW4 4BA.
January 2-4
History and other disciplines
Historical Association education conference at Regents College, London NW1. Including seminars on GCSE A level, FE, history and geography, art and literature. Fee £40 (non members £60). Residential fee £40 (non members £60). Details from Adrian Allen, The Historical Association, 59a Kensington Park Road, London SE11 4JH. 01 725 2901.
January 5-7 and 7-9
Further Education Staff College conferences on Partners in management: the i.e.s. and its colleges for i.e.s. officers, college principals, and FE advisers. Priority will be given to i.e.s. willing to nominate a small team of officers, college principals and/or secondary heads and FE advisers to work together. Fee £80. Details from FERGUSON, Bledon, Bristol BS18 6RS.

January 15-18
Teaching the educationally

disadvantaged child: DES course

N791 at Edgely College, Ormskirk, Lancashire for primary and secondary teachers, advisers and lecturers in teacher training institutions. Details from Teachers Short Courses, DES, Elstree House, York Road, London SE1. 01 725 2901.

January 2-4
Courses for students of A level economics at the University of York to show how economics approaches contemporary problems. Fee £40 per student. Other courses for first and second year sixth-formers will take place later in the year. Details from the Secretary, In-service courses, Department of economics and related studies, University of York, York YO1 5DD.

January 8-April 3
Women into management programme at Aston University Management Centre, a 12-week, full-time course to encourage women to develop leadership skills and ideas for self-employment. Details from Jan Jones, Training coordinator, Women and Work programme, Aston University Management Centre, Aston Triangle, Birmingham B4 7ET.

INFORMATION...

David Thacker's production of Ghosts with Vanessa Redgrave by Handlirsch has transferred from the Young Vic to Wyndham's Theatre for a limited season. Details of group bookings on 930 6123.

Dame Leah Manning Readers with memories, anecdotes or documents concerning the late Dame Leah Manning are invited to contact Betty Vernon, who is collecting personal recollections

about her for her current book. All documents loaned will be carefully copied and promptly returned. Please write to Betty Vernon, 20 Grove Hill, Hopsham, Exeter EX3 0EG.

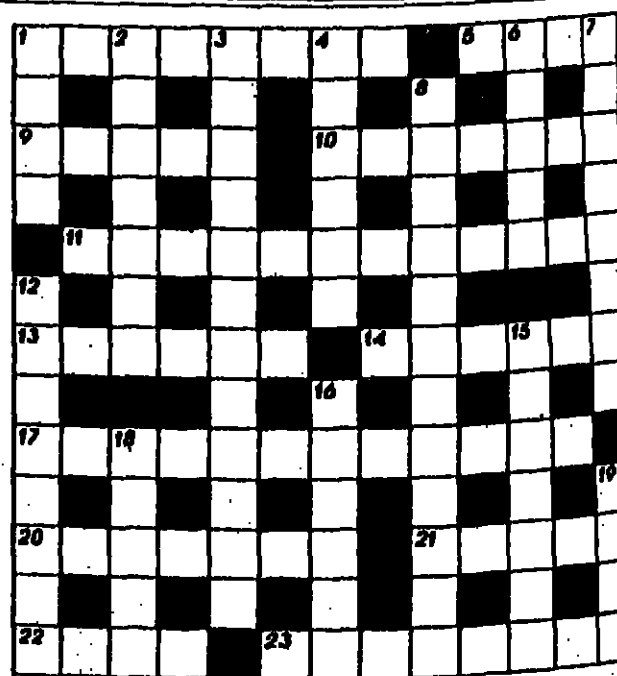
COMPETITIONS...

National Mathematics Contest 1987 The contest uses the American High School Paper, a multiple choice paper of 30 questions based mainly on school algebra, simple trigonometry, but excluding calculus. Samples are available from the Mathematical Association, 259 London Road, Leicester LE2 3BE price 25p. Closing date for applications is December 1. High scoring pupils may be entered for the British Mathematical Olympiad, which is followed by the Further International Selection Test. Selection for the International Mathematical Olympiad in Cuba in July is on the basis of performance in the British Mathematical Olympiad. Details from John Harries, 76 Penton Road, Bristol BS8 3EG.

PUBLICATIONS...

English GCSE Handsworth Wood girls' school and Handsworth technical college have published a booklet of their Mode 3 GCSE English, which has been approved by the Southern Examination Group for 1988. Details of the scheme, which includes a coursework element as well as a written exam, are available from Handsworth Wood girls' school, Church Lane, Handsworth Wood, Birmingham B20 2HL. Please send a stamped addressed envelope.

No 282 CROSSWORD by Rufus



Across
1 Status symbols? (8)
2 The poker-players' boss (4)
3 Cretaceous mountain dog (5)
4 Books intended for the lower classes? (7)
5 It's said to be a way to ensure a good stretch of resistance (5, 2, 5)
6 Set out of breath, being no longer fit (6)
7 Six vehicles for clergymen (6)
8 Don't the (fabled) mended have them? (4, 3)
9 Cerebral general confusion? (7)
10 He may have the lot

Down
1 Scratch starter (4)
2 Various chaps in vegetable production? (7)
3 Isn't a particular what it sells? (7, 5)
4 Diminish value of child bearing (6)
5 A head-locked (3)
6 Do without and give to others (8)
7 What one has to be fit to engage in the class war? (8, 4)
8 No racibrose alive in one (4, 4)
9 Venetian merchant who was in debt for a pound (7)
10 Not lying about one's height, football is supreme (5)
11 Sort of saw for plants (4)

Solution to puzzle 281
Across
1 STATUS
2 THE BOSS
3 CRETACEOUS
4 LOWER
5 RESISTANCE
6 FIT
7 CLERGYMEN
8 THE MENDED
9 CEREBRAL
10 HE MAY HAVE THE LOT

Down
1 SCRATCH
2 CHAPS
3 ISN'T
4 DIMINISH
5 A HEAD-LOCKED
6 DO WITHOUT
7 WHAT ONE HAS TO BE
8 NO RACIBROSE
9 VENETIAN
10 NOT LYING

THE TIMES Educational Supplement

DECEMBER 5 1986 NUMBER 3875

FIRST PUBLISHED 1910 PRICE 65p

Cash crisis over field trip funding

by Julia Hagedorn

demanded refunds for money spent on examination course field trips. The Association of Teachers' Schools (ATS) has placed local education authorities in an acute financial dilemma. The action – which follows a ruling by the Ombudsman that a parent should not have to pay for such trips – has prompted the Association of Teachers' Schools to warn authorities to fund trips should be presented to parents as "desirable" rather than "a compulsory part of the curriculum".

The Geographical Association is also concerned that trips could be cut. It has written to the Education Secretary pointing out that it is not the Association's policy to fund trips. The Association of Teachers' Schools is also concerned that trips could be cut. It has written to the Education Secretary pointing out that it is not the Association's policy to fund trips.

The ACC may ask for an exclusion clause to be inserted into the 1944 Education Act limiting i.e.s' financial liability in paying for such trips. Such associations fear the cost will force schools to organize local field trips – thus disadvantaging urban pupils.

A spokeswoman for the ACC also warned that – if the relevant clause in the Act that "no fees shall be charged in respect of the education provided in any school or college" were not literally – i.e.s could find themselves legally responsible for paying for cookery materials and equipment.

Mr John Pearman, the ACC's secretary, moved slowly, but not too slowly, forward this week as both the authority employers and the teachers agreed to hold further talks in the preceding Christmas, Barry

the very optimistic Mr John Pearman, the ACC's secretary, moved slowly, but not too slowly, forward this week as both the authority employers and the teachers agreed to hold further talks in the preceding Christmas, Barry

him carte blanche to try to reach an agreement acceptable to both the unions and Mr Kenneth Baker. The political balance of power on the local authorities is such that Mr Pearman is always likely to get his way but it was anticipated that a number of Conservative-controlled councils would use the Tuesday meeting to make life difficult for him.

In the event, dissenting voices were heard but more importantly, a significant number of Tory representatives threw their weight behind his attempt to reach a negotiated settlement. Mr Pearman's major worry is that any advance publicity concerning a renegotiation of the provisional Acca agreement reached last month could significantly affect the results of the ballots being held by the National

Union of Teachers, the National Association of Schoolmasters/Union of Women Teachers and the Assistant Masters and Mistresses Association. At a meeting with the unions on Tuesday evening he, in effect, suggested a period of calm, with neither side doing anything to "destabilize the ballots".

Pay action by teachers is to blame for increased truancy in London schools this year, according to a report published by the Inner London Education Authority this week.

But dramatic increases in attendance were recorded in two pilot schools using strategies such as closer monitoring and support groups for poor attenders, based on recommendations in the Hargreaves report.

More pay news pages 12, 13

In April, the Ombudsman ruled in favour of a parent who claimed that, since her daughter's residential field trip was a compulsory part of the A level geography syllabus, Wiltshire County Council should pay the cost. Wiltshire has now reimbursed her tuition costs from September 1984 to April 1986. It has also decided to pay the tuition and transport costs of one field study trip per A level subject. This will cost the authority £30,000 per year.

Meanwhile, Mrs Leslie Walker, a parent in Hertfordshire, having read about the Wiltshire ruling, wrote to her director of education claiming back the £100 she had paid out for her daughter's field trip as part of a GCE environmental science course.

Hertfordshire has now made provision in its budget since the beginning of September to pay for six days of fieldwork for each A level unit in geography, geology, biology and environmental studies. Pupils taking GCSE courses in these subjects – plus history – will be entitled to a four-day residential trip.

The council is to add £190,000 to schools' capital allowances to cover this extra expense. A similar Local Ombudsman case is nearing completion in North Yorkshire and notice of yet more parents writing to their education committees for refunds on such trips is beginning to reach local authority associations.

Lawyers at the DES are known to be looking at the Wiltshire findings with some concern. They doubt whether i.e.s can even charge for board and lodging.



Net gain: pupils from Fox primary school in west London try out a climbing frame designed by first-year architecture students from the North East London Polytechnic.

Pearman makes Xmas present vow

SEC seeks union voices

by Sue Surkes

Teachers' unions – who have felt left out in the cold on examination and curriculum matters since the abolition of the Schools Council four years ago – are to be given their own voice again.

The Secondary Examinations Council has invited eight teacher associations to nominate representatives for a new advisory committee.

The body, which will meet once a term under Sir Wilfred Cockerill, the chairman and chief executive of the SEC, will discuss matters of mutual interest such as the General Certificate of Secondary Education.

The National Union of Teachers has long argued for the right to choose its own nominees and has consistently refused to send representatives to SEC

subject committees because of the council's practice of selecting names from a list submitted by the associations.

Under the new arrangements, the NUT, the National Association of Schoolmasters/Union of Women Teachers and the Assistant Masters and Mistresses Association will each be able to send two representatives.

The other organizations – the National Association of Head Teachers, Secondary Heads Association, UAC (the Welsh teachers' union) and NATFHE (the college lecturers' union) – will send one.

A spokesman for the NUT welcomed the move. "It will make the SEC more valid," he said.

THIS WEEK

16.17
18.19
20.21
22.23
24.25
26.27
28.29
30.31



Reluctant partners 41

Homeless children 10

How to beat bullying 22/23

Rabbi Neuberger on race 25

EXTRA: Geography 33-40

Following the Suffolk signposts

The six pathfinders on teacher appraisal have now been named (page 5), and, looking at their different approaches, the verdict must be so far, so good. It seems that the Department of Education has welcomed diversity, and is prepared to work on the principle of 'suck it and see', rather than imposing too prescriptive a view of how the pilot schemes should work. Now all we need is an agreement on pay so that the pilots can get under way.

All the work on teacher appraisal so far shows what a complex business it is and how easy it would be to antagonise teachers in a self-defeating way, or at best to set up bureaucratic systems that would only divert scarce resources from serious effort to improve teaching and learning.

There is now professional agreement that appraisal schemes should be about teacher, curriculum and school development, not one-off summative judgements about individual performance; that they should be separated from disciplinary procedures; and that the emphasis should be on teachers' career development, rather than more directly linked to promotion prospects.

We owe a lot to Mr Duncan Graham and his Suffolk team whose report last year pointed out many of the pitfalls, and offered some criteria for good schemes that have been taken up by the teacher unions and formally incorporated in the Acs agreement. But the Suffolk work was only a beginning.

So far, appraisal schemes in schools have mainly been voluntary, agreed by staff in advance, and introduced in well-run schools where teachers trust the head. The six pilot authorities now have to try to devise appraisal schemes that can help teachers in schools — one hopes a small minority — where the

management is less effective.

There are also many crucial areas where there has so far been little experiment. One is the appraisal of heads, whose management can greatly enhance, or limit, teachers' effectiveness. Heads who have tried to get themselves appraised have had difficulties finding a productive way to involve both outsiders and teachers in the school. It will be interesting to see how the pilot schemes tackle the problem.

In all the recent discussion of appraisal, the particular needs of primary schools have never seriously been tackled. No doubt Cumbria and Somerset will be exploring how teaching heads in small rural primaries can be freed to take on the job of appraisal.

But even in larger primaries, the industrial appraisal models that have been adapted by many secondary schools make even less sense. The jobs of primary class teachers and curriculum post-holders need to be appraised differently from the more clear-cut responsibilities of secondary teachers, and it is much harder in primaries to agree the workable job descriptions that are now seen as an essential part of any sensible appraisal scheme.

The results of the Croydon approach, basing appraisal partly on pupil outcomes, will be particularly interesting in primaries. It would be all too easy for a strong emphasis on measurable outcomes to stifle primary teachers' initiative, and limit the curriculum they offer in ways that would also limit children's achievements. The challenge is to find appraisal methods that help primary teachers to offer the Government's ideal broad, balanced, relevant and differentiated curriculum.

The pilot schemes will also need to devise some kind of training for appraisers. It's all too possible to become an effective teacher, or head, without

becoming an effective listener or interviewer. And while there is general agreement that observing teachers at work should be an important part of any appraisal scheme, it's not at all clear how appraisers can be helped to observe in ways which offer practical help and insights to teachers, and which do not involve unrealistic amounts of time.

The range of pilot schemes seems well chosen to tackle these questions, and to offer a variety of solutions for others to consider. The six local authorities have a particular responsibility to keep track of the resource implications of what they do. Mrs Angela Rumbold has already made it clear that she, at least, recognises that any satisfactory appraisal scheme will demand new resources. The £4 million pilot schemes should help to quantify the requirements.

What is already clear is that agreed appraisal schemes can offer a lot to teachers and pupils, particularly when they set out to identify and provide the resources and management support teachers need to do a better job. But such schemes need extra teacher time, and tailor-made opportunities for in-service training and professional development, to be effective.

The key task of the pilot schemes is to develop appraisal systems that will encourage teachers to try out new ways of civilising their teaching and generally to raise their sights, rather than retreating into safe and limited aims, and that can be seen to raise the quality of teaching and learning in the great majority of schools, and not just the self-starters.

If they do not succeed in this, or if the Government is not prepared to provide the resources that are shown to be necessary on a national scale, it would be a monstrous waste of time and energy to try to extend appraisal schemes to all schools.

COMMENT

Into the waiting game

Time-scales have become a little clearer this past week. We are now into a waiting game in which it suits all parties concerned to back off a little from any prospect of a sudden-death solution in the final stages of the pay and conditions negotiations.

The Secretary of State was able to come clean on his time-table at the end of last week, with the publication of the Bill that will repeal the Remuneration of Teachers Act, give him power to impose his own pay and conditions package if he chooses, and provide for a temporary replacement for Burnham (which we must all hope will be nothing more than an interim expedient — if it ever really happens).

The Education Secretary has always had power not to approve a pay settlement or to legislate to impose his own pay deal (however noisy the opposition), but legislating on conditions of service opens the way to a whole new cat's cradle of problems. The political big stick rules.

His Bill is due to receive its Second Reading on Monday but, even with Cabinet priority for an express passage through Parliament, there is no prospect of its arrival on the statute book before February. So Mr Kenneth Baker is now happy to say that he will go on talking until early next year to anybody who wants to talk to him.

Meanwhile, the employers and unions — who have also been hinting over the past week that there might be ways to reconcile the Acs and Baker packages on critical points — have got together and decided that any such negotiations cannot begin for another couple of weeks.

Their reasoning, which makes a good deal of sense, is that to attempt to modify the Acs package while most of the unions are in the middle of balloting, or sounding out their members on

the acceptability of the deal as signed would further confuse an already complicated situation.

None of this means that everybody can relax and turn their attention to the Christmas decorations. The close vote at last weekend's National Union of Teachers' conference was proof enough that none of the union leaders can be confident that they will take their members with them on the Acs deal alone a deal adjusted towards the Baker version — and there is uneasiness at most union headquarters as their democratic accountability is put to the test.

So while Mr Baker waits for his Bill to work its way through both Houses, fighting off opposition from constitutional purists as well as political opponents along the way, he is also giving time for any splits in the unions to show. Perhaps even an overall majority against the Acs package. And we can take it that any union talking now is aimed to avert such an outcome, rather than ruling out renewed negotiations with the Education Secretary. The differences between Baker and the rest are variously described as "irreconcilable" and narrow as a "blade of grass" (see James Hammond elsewhere on this page), but the first definition is patently no longer true. Mr Baker acknowledged in the House of Commons last Thursday the progress that had been made on definition of the teacher's job, the number of working hours and days each year, and on appraisal. And he could hardly quarrel with most of the admirably argued philosophical justification for the Acs deal prepared, at his request, by the employers.

In the end, the most obvious difference between them seems to be Mr Baker's declared wish, as expressed in the Bill, to "make different provision for different cases" and the employers' observation that to place an "artificial quota on the number of teachers deemed to be good... is a sure way to demotivate those who are not deemed to be good".

Christmas week seems a good time for a meeting of minds on that one.



Homeless 17-year-old with her baby

School to Shelter

Cheap political points are all too easy to make over the currently escalating figures for homeless teenagers in Britain. Serious political points are not that difficult. Norman Fowler's legislative attack on "costa del dolor" abuse may have inadvertently caused some suffering (page 10), and it is surely time the Government started to keep national statistics on the number of young people in search of a roof. There is too much truth for comfort in the contemporary Rake's Progress which begins with a family row in rural Yorkshire and ends in a King's Cross back alley, with Sun reporters and television cameras in attendance.

But in this as in many other aspects of the problem the truth is not so simple. A recent Shelter report suggests that most young people who are homeless stay within a few miles of their home area. And take another little-known fact: a Department of the Environment report in 1982 found that one in three in a sample of homeless

teenagers had been in a children's home. In other words, they were potential casualties from the start.

No government has yet dealt effectively with the housing shortage, and many local authorities — despite shining exceptions — continue to mismanage their housing stock with almost criminal insouciance. The relief agencies must continue to hammer home their message with every means at their disposal. But things are not quite as simple as the director of Shelter implies when he writes in the training manual *Leaving Home*: "Young people should be able to leave the family home and lead an independent existence at an age that suits the individual concerned".

In a Utopian situation, that would be a fine ideal, but financial considerations will always obtrude, and parents' duties should not be deemed to end with the arrival of the age of consent. While most of the teenagers on the housing lists are there in good faith, it is not unknown for pregnancy to be used as a calculated excuse to jump the queue.

One legal crux concerns the limbo in which 16 to 18-year-olds must wait. Since minors are not allowed to acquire any "estate in land", and since tenancies are normally regarded in this light, local authorities wishing to grant tenancies to minors must follow quite a complicated riddle (some already do this, undaunted). As Shelter points out, we need to change the law in this respect so that full contractual liability is brought down to the age of 16. And this of course has implications for schools.

no comment

"The violence in Tom and Jerry stuff, like a teacher throwing grenades into a classroom. I don't see how that is going to affect children."

Community college principal's defence of Roger McGough poem, following MP's protest. *St Neots Weekly News*, November 20.

Second opinion

How to win the parent vote on pay

You can argue the semantics but we have an impasse of proportions.

The teachers and employers see have nowhere to go. Some teachers argue that there has to be more money. Others say that the scales must have more. According to senior teachers, deputies and headteachers, the pay must be improved. The irreconcilable within any finite period. The more the lower scales paid, the more the others will be paid, the more the others will be paid, the more the others will be paid.

If I were Mr Baker, I should be quietly reflecting on what parents say to me. No parent will thank me for imposing a solution which robs children's education being damaged through more industrial action. Parents want long-term peace and harmony in our schools.

Mr Baker knows only too well he needs to take the middle ground. He knows that the existing bargaining machinery produced a kind of agreement but that a majority of teachers probably don't want it. He also knows that so far there is no acknowledgement of what he wants to do. There seems no conflict of principle, but teachers and employers will not go far enough.

There is also a pretty conundrum over cash. The two sides are a blade of grass apart in the context of the cost of this deal. Just £9 for each child of school age. But Mr Baker will not let his Cabinet colleagues add to the extra cash they have conceded in the light of his persuasiveness; or to be sure. He points out, however, that a patient man and that his door is always open. Mr Pearson and some teacher unions have indicated a willingness to talk further. There is a mood of compromise abroad even if it is difficult to detect.

What Mr Baker should do is to take the initiative and give a positive lead on what would be acceptable in the latest situation. A further offer should be floated which distributes the cash slightly differently and which gives a better structure for higher grade teachers as well as more incentives for high quality teachers. This may cost more but so be it.

Moving the commencement date back to where it was would save £40 million and no one would be much the worse off. What the eye does not see is I speculate that teachers and employers would find it hard to ignore this olive branch.

But I go further. In the event of rejection, I would have an independent tribunal up my sleeve. The offer would be put to them with a bid to report in one month. I would make clear my intentions to accept the recommendations at the outset and this might obviate the need for the use of the reserve powers Mr Baker has taken.

I think these steps would give Mr Baker the middle ground and the parental support he desperately needs. Furthermore, it would make support for further action by teachers most unlikely.

There is much to be gained or lost everyone involved. Let the negotiations continue though — our children have the right to expect that — and let have a settlement which re-creates a spirit of optimism in which teachers and pupils flourish.

James Hammond

James Hammond is deputy secretary of the National Conference of Parent Teacher Associations. This is a personal view.

Black teacher numbers still on the wane

by Bert Lodge

Conversely, 5 per cent of the institutions have 10 or more such students. The figures also show that more than two-thirds of the 190 Asian students are on PGCE courses, compared with just under half of the 115 Afro-Caribbeans.

Several institutions, despite being approached again, ignored the survey. Mr Newman commented: "It is depressing that there are still some institutions which appear unable or unwilling to notice whether they are or are not recruiting ethnic minority students."

"There is little point in a college or university department lecturing students on the implications of a multicultural society unless it is prepared to do something about its own recruitment to the teaching profession."

At Bradford and Liley College, where recruitment to teacher training from the ethnic minorities is strikingly above the average, Mr Aun Sutton, the head of teaching community studies, attributed the difference largely to initiatives made by the college and local authority.

"We're seeing a change. Over the past three or four years we have gone out to recruit Asians with considerable success, particularly to the PGCE course. Whereas they were 10 per cent of the intake the 1984-85, last year the proportion had risen to 25 per cent."

"On the BED, we expect the Asian representation to reach 10 per cent in the next two years."

The equal opportunity policies of the London borough of Haringey will fail unless the authority radically restructures its management system, according to an independent report commissioned by the L.C.A. earlier this year.

The report, produced by the Institute of Local Government at Birmingham University, applauds Haringey's efforts to eradicate discrimination on ethnic minorities, women, gay men, the disabled and the elderly, but criticises the borough education structure formed long before the council adopted these policies.

Haringey has received a great deal of publicity in recent months following the sudden resignation of Mr Tony Haringey, its chief education officer, because of its plans to promote "active images" of lesbians and gay men.

A new CEO, Mr Richard Jones, the deputy to Mr Leoney, has now taken office and it is expected that some of his first tasks will be to brief the structure of Haringey's education service has developed over the

years and has been informed by a distinctive set of educational values and purposes. The traditional education authority emphasises the values of an academic education for children in schools.

Such traditional values cannot co-exist with equal opportunity policies, says the report. It stresses that initiatives devised to combat racism, sexism and heterosexism, must involve the widest possible participation by the community. It calls for the creation of a "People's Assembly" where everyone involved, or interested, in education could discuss the "big issues".

Alongside the assembly should be a series of smaller forums and networks of representatives "where local people would discuss specific issues."

And the authority should be prepared to send its officers out to meet the community on a one-to-one basis. The "ethnic elderly" should be visited in their homes, the report says.

The authors of the report, Stewart Ranson and Kieron Walsh, say that during the course of interviewing local people they became aware that "perhaps the single most important concern — often expressed in terms of moving despair as well as anger — was the insidious presence of discrimination whether expressed as sexism, racism or heterosexism."

The report was approved, without discussion, by councillors at a meeting of the education committee last week. The meeting ended in chaos after 30 parents protesting at the council's anti-heterosexist policy were refused the right to address the meeting.

A Bill to stop councils promoting homosexuality in schools was introduced in the House of Lords last week by Lord Halsbury, president of the National Council for Christian Standards. It stands little chance of reaching the statute book but will be debated on Monday.

NEWS



All together: English teaching for every child is best done in ordinary classes, according to Swann

Language class 'discrimination'

by Diane Spencer

A local education authority has discriminated illegally against Asian children, the Commission for Racial Equality has alleged.

Calderdale in West Yorkshire has a policy of separate English language tuition for ethnic minority pupils which cannot be justified on educational grounds and amounts to indirect racial discrimination, says the CRE in a report published this week. A copy has been sent to the Education Secretary.

Calderdale's largest ethnic minority group in the area came from Pakistan. And the authority has screened all children whose home language is not English since the mid-1960s. The results determine whether or not they should go to mainstream schools or special language units.

The investigation, which began in May 1985 with the co-operation of the L.C.A., is the first CRE study out of three on education to conclude that the law on discrimination has been broken.

It found that:

● Eighty per cent of Asian children currently in Calderdale schools had spent some time in separate language facilities;

● Half the units were sited outside areas where the Asian community lived, so children took more time travelling than those going to the neighbourhood schools;

● Children spent between one and two-and-a-half years in the units with a narrower curriculum than in schools;

● Parents had no right of appeal on the choice of a unit or against the assessment.

The Commission points out that research during the last 20 years has shown it is better to teach all children, whether English is their first language or not, in ordinary schools. This view was echoed by the Swann Report on the education of ethnic minority children. The committee was unanimously against pupils needing lessons in English being withdrawn from classes.

The authority, says the CRE, has already agreed in principle that these

children should be taught in the mainstream, and is now looking at ways of doing this.

The report on the investigation will be sent to all education authorities by the Commission, with the recommendation that they review their English as a second language teaching to make sure they are not breaking the law.

The CRE calls on the Education Secretary to ensure that other authorities do not make the same mistake as Calderdale, and it asks the Home Office not to fund education authorities under Section 11 of the 1966 Local Government Act for ESL teachers if they favour a segregated system.

In 1983, more than 75 per cent of children learning ESL throughout the country were taught in special units or classes, says the report.

Teaching English as a Second Language. Report of a formal investigation in Calderdale local education authority, CRE, Elliot House, 10-12 Allington Street, London SW1E 5EH.

Grants too low — official

by Jeremy Sutcliffe

The Department of Education and Science has publicly acknowledged for the first time that students' grants were insufficient to meet their needs.

The admission came in a letter to the House of Commons Select Committee on Education from Mr Richard Chittaway, an assistant secretary at the DES.

The letter was made public when the Committee, which is examining the issue of student support, heard evidence from officials on Tuesday.

They gave details of the Department's figures, which show grants have fallen behind inflation by 13 per cent since 1979-80, and by 23 per cent

since 1962-63, when the current student support system began.

The cost of restoring the grant to its 1979-80 level would, according to the DES, be £90 million, and £190 million to restore it to its 1962-63 value.

The National Union of Students' submission to the Committee, which detailed a 20 per cent drop in the level of grants since 1978-79, and catalogued its members' deteriorating living conditions and ability to buy books and equipment, has drawn repeated praise from the Committee.

By acknowledging the reliability of the NUS figures, the DES has considerably strengthened the students' argument.

WHAT ABOUT TOMORROW'S ENERGY?

NUCLEAR SAFETY & DISPOSAL OF WASTE...
CONCERN ABOUT ACID RAIN...

EXHAUSTION OF FOSSIL FUELS...

HARNESSING RENEWABLE ENERGY...

A FREE TALKS SERVICE

Scientists and engineers are available from the Central Electricity Generating Board to give illustrated talks and presentations to clubs, societies, schools, colleges or any other organisation throughout England and Wales on any, or all of the above issues. Further details of this free service can be obtained by completing this coupon or by telephoning 01-634 5456.



Central Electricity Generating Board
Sudbury House, 15 Newgate Street,
London EC1A 7AU

Name _____
Organisation _____
Address _____
Postcode _____

PLATFORM

Peter Smith argues that there is still a chance of rapprochement between the local authorities, the Government and the unions, even after the teachers' ballot results are known

Reluctant partners

As the teachers' dispute slowly edges into what is almost certainly its final phase, no one could be blamed for feeling thoroughly confused.

The National Union of Teachers, which dissociated itself from January's Acas Memorandum of Agreement, now recommends the outcome of the negotiations it initially boycotted, and powerfully opposes the salaries alternative Kenneth Baker has threatened to impose. The largest union's TUC ally (and arch-rival for all other purposes), the National Association of Schoolmasters/Union of Women Teachers, rejects the Baker structure too – but just as roundly condemns the result of the Acas process which, in a former and more pragmatic mood, it played a leading part in mounting: it is balloting its members on opposition to both options.

During the Nottingham talks, the Professional Association of Teachers called on Mr Baker to intervene, yet within hours had voted for a package he had made clear he would reject. The National Association of Head Teachers repudiated the resulting deal: the Secondary Heads Association, not without reservations, supported it. The Assistant Masters and Mistresses Association (whose backing was crucial to the credibility of the Nottingham proposals) decided to ballot members with a recommendation to accept, even though the package failed fully to meet the association's policy on salary differentials, and despite the risk that the vote might still demonstrate the attraction of the Baker pay pattern.

But if the unions lack a coherent collective stance, what of Mr Baker himself? Writing to employers' leader John Pearman before the Nottingham talks, he set out the Government's pay structure demands, not just in terms of required objectives but in detailed salary scales. He stipulated a working year of 1,300 hours and the adoption of the 19-point list of duties. Those were the pre-conditions for the release of Government money, he wrote, and with a sternness which made his predecessor seem a congenial waverer, he demanded that "the matter must now be resolved on all the terms and conditions I have set out." As the Nottingham talks progressed in seeming disregard of his desired agenda, he called them a "fiasco".

But at the end, and after a suitable pause, the Baker message changed. He announced the Government's acceptance of the 13-point list of duties formulated by the employer majority and signatory unions. He stated a willingness to accept their agreement on a yearly maximum of 1,265 hours. He acknowledged progress on teacher appraisal. He conceded that "after many long hours of negotiations" there had been "some useful progress". Whatever else, his comments indicated those who had decided to negotiate regardless of his threatened veto.

Yet in the same statement he reaffirmed the Government's continuing bargaining on pay and conditions which had produced the progress he was reporting to Parliament. His paradoxical reason? The proposed arrangements were similar to those which have so signally failed in recent



times" (though not, apparently, in Nottingham).

As for pay, Mr Baker reassured the Government's commitment to the principles which underlay his own highly publicized scales. But would he actually impose his detailed structure? Where Joseph might have rushed in, he clearly hesitated to tread... Equipping himself with the legal powers to do so, he was none the less prepared to discuss the unacceptable with the intransigent. "I have been and remain willing to see the local authorities and the unions about these matters," he was declared, suggesting that even yet he could prove to be the velvet hand in the iron glove.

And if Mr Baker is now dancing to a newer, gentler rhythm, the signs are that John Pearman is quietly sliding into a complementary *pas de deux*. After an *apache* (and arguably *faux naïf*) rejection of what he termed a belated, unexpected Government attempt to pre-empt the Nottingham talks, Mr Pearman, 100 negotiating hours older and with an agreement in his pocket, was willing to meet the Secretary of State. Whatever they discussed, one thing was certain. Mr Baker in his Commons statement next day stopped considerably short of throwing down a political gauntlet. Mr Pearman almost immediately called a further meeting with the unions to "take stock" of the situation.

Yet, for all the confusion, the issues are now essentially quite clear. The unions which voted for the Nottingham package and await, with varying degrees of anxiety, the results of their ballots can at least claim to have shifted the Government's declared position on teachers' conditions of service. They have not merely demonstrated that these matters should be negotiated between local authorities and their employees, they have shown they can be.

And the alternative? That too is clear. Teachers who vote down the Nottingham deal, effectively opt for the contractual status quo. In practice they accept, how Mr Justice Scott defined it in the unsuccessful *Rotherham* case, that they are contractually obliged to implement i.e.a.s. on cover, whatever wages they impose. More than that, they are prepared to

risk similar High Court judgments on attendance at out-of-school meetings, for instance, and agree that all those activities they have hitherto accepted as personal and professional commitments to the children they teach should be deemed contractual obligations to i.e.a.s. employers. Or they are willing to place their trust in Mr Baker and his successors, believing that the committee which advises them will provide more equitable safeguards than the Nottingham agreement contains. As for salaries, the essential choice is no less clear. The failure of the

'Mr Baker's arguments that the Nottingham structure is oversimplistic... certainly deserve examination'

current pay structure to "recruit, retain and motivate" teachers in sufficient numbers lies in its arbitrary, mechanical link with the size and age range of schools. The Main Professional Grade central to the Nottingham proposals have that link: it provides the guarantee that teachers who have survived an assessment procedure far more stringent than the present probationary procedures will achieve a professional salary level irrespective of the size of the school in which they happen to teach or the fortuitous movement of senior colleagues.

Whatever the attractions of Mr Baker's salary structure – and they are potent – he has so far failed to explain how his proposals for "incentive posts" would overcome the crisis falling school rolls have brought about. His proposals would undoubtedly bring some teachers short-term gains; they contain no long-range solution to the underlying challenge of restoring career prospects within the context of a shrinking school population, and to that extent they are little more than a holding operation.

Yet if the Nottingham pay proposals offer a longer-range answer, it remains the case that their salary rewards above the MPC provide insufficient incentive for those willing to assume additional responsibilities and inadequate recognition for all those who currently discharge them. For teachers

in medium and large schools particularly that is a serious defect. Mr Baker's suggestion that the Nottingham package is flawed is therefore without justice.

That is right to assert that the gap between the Nottingham structure and his solution is one of fundamental principle? Hardly. As the employers have printed out to him, over 80 per cent of schools have 15 teachers or fewer. Is the argument that they need highly complex managerial structures really valid – and will their teachers perform effectively if and only if such essentially artificial structures are introduced?

Only on the premise that "good" teachers never emerge unless there are the whips of appraisal and carrots of promotion does the argument run. But that premise is subtly false: the need for salary structure reform has not arisen because the present system with over 60 per cent of teachers on Scales 1 and 2 – has produced a generation of low-paid teachers who are therefore inadequate; it has arisen because it is quite incapable of rewarding the large number of good teachers we already have.

And that is just as much the case for larger schools, for all their managerial complexity. Mr Baker's argument that the Nottingham structure is an oversimplistic solution for those schools may be cogent. It certainly deserves examination: for there is still possibility of rapprochement between the i.e.a.s., the Government and the teachers' organizations on the one hand. Even after the teachers' ballot results are known there will be scope for employers and unions, in a man's "stock-taking" exercise, to explore what might yet be done.

There are teachers who think this continuing, painful process of bargaining should be abandoned. Some may in effect, vote for a solution to be handed over to Baker. They need merely ask a question. Can they recall any Government – of any political complexion whatsoever – which has consistently and willingly been prepared to teachers a professional salary on electoral heat is off? No political party has that impressive track record.

Peter Smith is deputy general secretary of the Assistant Masters and Mistresses Association. The views in this column, however, are his own.

DIARY
I A R Y
I A R Y
I A R Y
I A R Y
I A R Y

PACE be with you

Right-wing pressure group PACE (Parental Alliance for Choice in Education), worried about the way religious education is going in schools, wrote to the four main parties along whose they stood on a part of the European Convention on Human Rights the bit which enjoins the state to respect the right of parents to have their children educated "in conformity with their own religious and philosophical convictions". The Tories, Liberals and Social Democrats had enthusiastic homages to the principle, but Labour avoided making any commitment. Pressed again, spokesman Giles Radice replied in essence: "I have nothing further to say. But PACE has the wrong pressure group STOP Labour – the wrong group for Europe's aggrieved parents. It's the via litigia to the Labour and, if Labour gets in next in the 1992 vote it will be hammering the human rights court door before the taken the nets down at the time it.

Typical tapes

Really read off the page this week while the appraisal. It's still a bit of a mystery why nobody doubts it will be the interview. But by what means? And won't the school be a bit of a mess? Yes, says Mr Bates, the National Association of Schoolmasters/Union of Women Teachers, and working very fast with the communications package of video tapes plus manual to accompany the appraisal interview. Another tape is for the benefit of the victim. Not all share Dr Bates' conclusion of the interview's policy. "I wish you didn't place such emphasis on it," said Tony Smith, the head of the Education Authority's staff inspector for schools at the time last week.

Breaks off

Teacher-term year bandwagon is really rolling now. The National Union of Teachers has officially backed it and teachers have already met with over 60 per cent of teachers on Scales 1 and 2 – has produced a generation of low-paid teachers who are therefore inadequate; it has arisen because it is quite incapable of rewarding the large number of good teachers we already have.

And that is just as much the case for larger schools, for all their managerial complexity. Mr Baker's argument that the Nottingham structure is an oversimplistic solution for those schools may be cogent. It certainly deserves examination: for there is still possibility of rapprochement between the i.e.a.s., the Government and the teachers' organizations on the one hand. Even after the teachers' ballot results are known there will be scope for employers and unions, in a man's "stock-taking" exercise, to explore what might yet be done.

There are teachers who think this continuing, painful process of bargaining should be abandoned. Some may in effect, vote for a solution to be handed over to Baker. They need merely ask a question. Can they recall any Government – of any political complexion whatsoever – which has consistently and willingly been prepared to teachers a professional salary on electoral heat is off? No political party has that impressive track record.

Teacher assessment schemes will go ahead with the co-operation of the unions in six authorities from the beginning of next year. Ian Nash reports

Appraisal pilots ready for take-off

A Government-imposed pay settlement for teachers in England and Wales would be unlikely to prove a major stumbling block to progress on the national pilot scheme for teacher appraisal.

Mr Kenneth Baker, the Education Secretary, invited six local education authorities to form a consortium to pilot teacher appraisal in their schools and offered an educational support grant of £4 million spread over three years. He expects the scheme to be working by January 1.

A steering group – the Acas appraisal working party – with representatives of the Education Secretary, the i.e.a.s. and teacher unions will direct and monitor work in the authorities: Crofton, Cumbria, Newcastle upon Tyne, Salford, Somerset and Suffolk. They will meet next week.

Employers' organizations responded to the request with an immediate directive that the pilot scheme must be within the guidelines laid down in the Acas talks, but did not want to see progress jeopardized by the nature of any pay settlement.

Even the Labour-controlled Association of Metropolitan Authorities, while stressing the absurdity of any imposed pay deal, said this week: "If a settlement is imposed we would not even seek to advise our members against being involved."

The National Union of Teachers, the largest and most vocal union behind the call for a pilot scheme, felt "cautious" of accepting Mr Baker's latest move, saying it was in danger of conceding things without long-term guarantees of money.

But at its executive meeting last week, the NUT stopped short of using the threat of an imposed settlement as a reason for not co-operating with the pilot appraisal scheme at this stage.

The National Association of Schoolmasters/Union of Women Teachers was eager by the invitation because it did come from Mr Baker. Mr Nigel de Gruchy, deputy general secretary, accused the Education Secretary of behaving in a "cavalier fashion" and blamed the other unions for "waving the white flag" in the pay and conditions of service talks. But he had no criticism of the pilot scheme in principle.

What would certainly kill off any chance of success, however, would be if in the next few weeks Mr Baker makes demands of the scheme that are not covered by the Acas appraisal working party recommendations.

Unions and some employers have balked at the inclusion of "highly individualistic" Crofton education authority in the six but Mr Baker had made it clear from the outset that if he was to put up the money, he would choose the i.e.a.s.

He told the chosen i.e.a.s. that each authority's work would be "fed into the routine work of the other five." In other words, their plans would be modified to suit the broad aims of the pilot scheme and to match the cash available.

All signs are, however, that the i.e.a.s. will have reasonably free hands and that the results will be collated for national guidelines which should be flexible enough to meet the needs of all



Donald Naismith: promotion included 104 i.e.a.s.

The six schemes are probably as diverse as could have been selected. Somerset stresses that central to its scheme will be the appraisal of those in authority – the employees in County Hall. And the first to be appraised will be Mr Barry Taylor, chief education officer.

Suffolk stresses the need for appraisal at all levels. Mr Duncan Graham, chief education officer, insists that classroom observation of the teacher is essential for any scheme to succeed. Appraisal should not be used for promotion purposes or to prejudice salaries but to provide a framework to overcome weaknesses in teachers' work, "for professional development and to identify in-service training needs," he said.

The Suffolk research and the national dissemination of work in 60 schools was praised by teacher unions and incorporated into the Acas appraisal working party recommendations.

The Crofton plans see appraisal for assessment and promotion, with possible salary bars, as an integral part of any effective system. Indeed, Mr Donald Naismith, director of education, believes his authority was formative in shaping Government thinking on those lines.

Two central questions must be answered in appraising, he said. "How well did pupils attain? In other words, did they learn their lessons? And how far was the individual teacher helped by the school and i.e.a.s.?" Greater cost-effectiveness should also be a target.

As with Somerset and Suffolk, Crofton does not think that only teachers should be appraised. "Heads and their seniors too should be appraised. Once again Mr Naismith will offer himself as the first guinea pig."

Plans for Salford are based on teacher self-evaluation aimed at identifying the training needs of individuals and institutions. Salford has a proven track record in appraisal of primary teachers, publishing its results in 1984. Mr Brian Grady, chief education officer, is at loggerheads with Mr Naismith because he believes Crofton's system is based on an assumption that teachers are not doing a good job. "I don't share that assumption."

Cumbria published its work at the same time as Salford and shares its principles. The thrust of its work was



Barry Taylor: setting an example

that the appraisal of the individual could not be separated from the needs of the school.

Like all chosen authorities, Cumbria believes that heads should be appraised by inspectors or advisers and also believes that while in-service has been paid to the monitoring of teachers by senior staff, little has been done to effect it.

By comparison with the rest, plans in Newcastle upon Tyne are moderate, focusing on at most three schools. But here, the approach is quite different in trying to find a model way of assessing starting points for appraisal of schools. It is based on the idea that no system is wholly transferable even from one school to another.

Guidelines from the Acas working party gave a six-stage appraisal model, starting with self-evaluation, an initial interview with the appraiser, classroom observation and a subsequent interview. An appeals procedure

should then be offered before any definitive statement is made.

Here the influence of the Suffolk work is clear. But in the definitions of "principle" the NUT would appear to have had a major influence, it pressed and won the argument for appraisal to be a continuous process throughout an individual's career.

It also called for appraisal to be kept distinct from any disciplinary procedure, a point categorically supported by all authorities except Crofton, in the belief that the threat of the big stick undermined the process of evaluation.

The Acas recommendations in principle come down to the use of appraisal as a way of raising the quality of the work force, improving job satisfaction, identifying in-service training needs and enhancing career development.

Mr Peter Griffin, an NUT representative on the steering group, also stressed the need for the appraisal to be carried out only with the "co-operation" of staff at the pilot stage. "Coercion will make the exercise fruitless and negative," he said.

There is, however, one major point that Mr Baker could be said to have won, putting aside the fact that he has succeeded in launching the pilot scheme while threatening to impose a pay settlement.

The Acas guidelines do accept appraisal as a way of assessing the "fitness" of a probationary teacher to move from the entry grade to the main professional grade. They could provide a bar to a teacher passing through the probationary period.

He may still be able to turn round at a Conservative Party annual conference and suggest that at last there is a mechanism for weeding out "incompetent" teachers.

THE TIMES



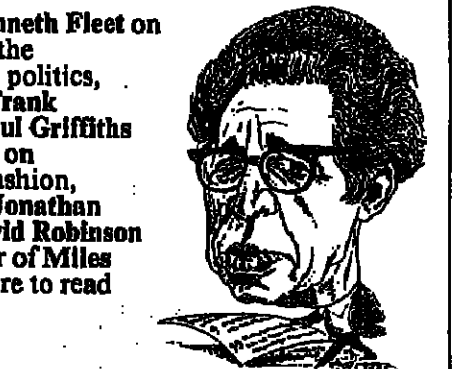
Old Blues Peter May, England cricket captain, and Roger Barnister, 4-muscle miller

Playing the Blues

There was a time when sporting achievement and Oxbridge were synonymous. Now the pressure of work threatens success on the playing fields. On the day of the Varsity Match, *The Times* looks at the present state of play

... and regularly in *The Times*, Bernard Levin (below) on the way we live now. David Miller on sport, Kenneth Fleet on finance, Irving Wardle on the theatre, Geoffrey Smith on politics, Peter Ackroyd on books, Frank Johnson in Parliament, Paul Griffiths on music, John Woodcock on cricket, Suzy Menkes on fashion, Philip Howard on words, Jonathan Meades on eating out, David Robinson on the cinema, the humour of Miles Kingston... and much more to read each week.

THE TIMES
The world's most famous newspaper (25p)



PROFESSIONAL ASSOCIATION OF TEACHERS



Protects Your Interests
– obtained £18,000 back pay for a member

Attacks Abuses
– produced survey on Fire Precautions in schools

Trade Unionism: new style
– seeking new ways for negotiation rather than confrontation

If you wish to join PAT, all you need do is write to the following address (no stamp required):

Professional Association of Teachers
FREEPOST
Department EW
99 Friar Gate
Derby DE1 1BR

NEWS

The Government—which took its anti-drugs message to headteachers this week—may be tackling the problem the wrong way, according to new research. TES staff report

Young drug users reject teachers' help, says survey

by Sue Surkes

Teachers are the last people adolescents would turn to if they had drug problems, according to a survey to be published next year.

And heroin has been the least used drug in the 12-21 age group since long before the start of the Government's current anti-heroin drive: a finding which might cast doubt on the campaign's relevance.

The results come from a two-year field study of adolescent drug-users in areas of inner London, carried out as part of the Birkbeck College Drug Indicators Project and funded by the Department of Health and Social Security.

Aimed at obtaining a purely descriptive picture of adolescent drug use, the survey focused on housing estate and tenement areas in Islington, Upper Holloway, south Camden and parts of King's Cross where drugs were known to be available and where adolescent use had been reported.

Around 100 youngsters aged 17 on average were interviewed repeatedly over the two years. When first con-

tacted, 40 per cent were still at school, 40 per cent were unemployed and the rest were in work. All had had some experience of drugs.

With the exception of four people, all had smoked cannabis. Amphetamine sulphate had been taken by nearly half, LSD by 40 per cent, solvents by 38 per cent and cocaine by just under a third. Only a quarter had tried heroin.

A linked study of school sixth-formers revealed similar preferences. The survey youngsters appeared wary of using heroin as a result of pressure from friends and family rather than the Government, Mr Richard Hartnoll, research supervisor, said.

He believed the Government's anti-drugs campaign to be flawed. It wrongly concentrated on heroin and thus implicitly suggested that other drugs were all right, he said.

Mr Hartnoll said the Government had to invest in a longer-term educational programme that would tackle drugs, alcohol and other addictive



Body language: anti-heroin bias of recent campaign is under fire

substances as a coherent whole.

But he stressed that it was not enough to give teachers the information and expect them to get on with it.

When the youngsters in the study were asked whom they would turn to if a friend had drug problems, most did not have a clue. The majority of those who did answer said they would contact GPs. Teachers came bottom of the list.

Mr Hartnoll said they seemed to lack trust in authority and to fear that their problems would be relayed by their teachers to their parents.

● Schools should play a leading role in the fight against drugs, Mr David Mellor, the Home Office minister, told

a headteachers' conference this week.

Mr Mellor told a one-day conference organized by the National Association of Head Teachers and Aid for Addicts and their Families that there was evidence that educating youngsters about drugs was effective.

A Home Office survey showed that, as a result of the recent Government advertising campaign, 94 per cent of young people would say no to drugs offered by a friend, compared with 83 per cent before the campaign.

Other Government measures outlined by Mr Mellor included the appointment of a drugs adviser in every education authority and the allocation of £1.5 million for in-service training on drug abuse.

Child deaths from solvent abuse show steady rise

by Julia Hagedorn

Deaths from solvent abuse among young children and teenagers increased steadily since 1981.

Figures released by the Campaign Against Solvent Abuse show that deaths have risen from 61 in 1981 to 117 in 1985. It looks at the moment if this year's figures will be even higher.

While adolescent boys seem to be the highest casualties, children of ages 8 to 19 appear among the figures. Most deaths happen at home (47 per cent) or in public institutions.

The NCASA warns that solvent abuse also leads to damage to kidneys, heart or lungs. Ten per cent of the children counselled by the campaign showed this kind of damage.

NCASA is convinced that solvent abuse is a major problem in schools. From questionnaires, it has discovered that 23.9 per cent of fourth-year secondary school pupils in the London region had tried solvent abuse in some form.

NCASA has now developed a health education programme for schools, has also produced guidelines to help teachers and parents recognize the signs of solvent abuse and show them what to do in an emergency.

Solvent Abuse, Guidelines for Professionals, Parents and Educators, NCASA, 245a Coldharbour Lane, London SW9 8RR, £1.20.

Tax relief changed to attract shortage staff

by Jeremy Sutcliffe and Bert Lodge

Employers will be able to claim tax relief if they provide temporary staff to work in schools and other education establishments. The new move, announced by the Education Secretary last week, is intended to help solve the growing shortage of science and technology teachers.

Mr Kenneth Baker made the announcement in reply to a Parliamentary question from Sir Peter Mills, Conservative MP for Torridge and West Devon, who asked what measures the Government had taken to improve the supply of mathematics, physics, and craft, design and technology teachers.

In future, expenditure on secondments from industry to local education authorities and institutions maintained by them will qualify for tax relief.

● Among 150 graduates qualifying as teachers from universities last summer and still seeking work by mid-October, 15 were maths specialists. This is despite a drop of 12 per cent in the number of maths teachers turned out via the postgraduate certificate of

education route compared with the previous year.

The figures come from the survey of students completing teacher-training in universities carried out annually by the Universities Council for the Education of Teachers.

They show that numbers of physics graduates entering teaching dropped by almost 18 per cent to 207, a trend the Government is hoping to halt with the introduction this year of a £1,200 bursary for graduates in maths, science and technology who opt for teaching.

One disturbing feature noted by UCET is the continuing increase in the number of new entrants to the profession classed as "temporary"—an indication of the uncertain future facing many secondary schools facing falling rolls. Over 350 of this year's PGCE output are in this category amounting to over 8 per cent of the posts obtained.

The number of graduates completing the course in 1986 was 4,223 compared with 4,223 last year.

Brent hearing

Brent Council has told the Education Secretary that it intends to proceed with a disciplinary hearing against Miss Maureen McGoldrick.

Mr Kenneth Baker wrote to the council last week asking for an explanation of its decision to hold the hearing. He reminded the council that the Master of the Rolls, Sir John Donaldson, had said in the High Court that although Brent was legally entitled to stage a hearing he could not believe that it would actually do so.

Mr Baker also asked why the council was planning an investigation into the behaviour of some school governors and parents involved in the case.

In a letter to Mr Baker, Mr Stephen Forster, the council's director of law, says that Sir John made his remark without having heard the facts of the case.

Satellite TV

School broadcasting will go over satellite transmission before the end of the century, a senior television executive predicted this week.

Ms Naomi Sargent, Channel 4 education chief, told a Royal Society of Arts audience on Wednesday that conventional terrestrial broadcasts are likely to be increasingly open to informal learning while satellites will be used to broadcast to "closed" groups of learners studying in institutions.

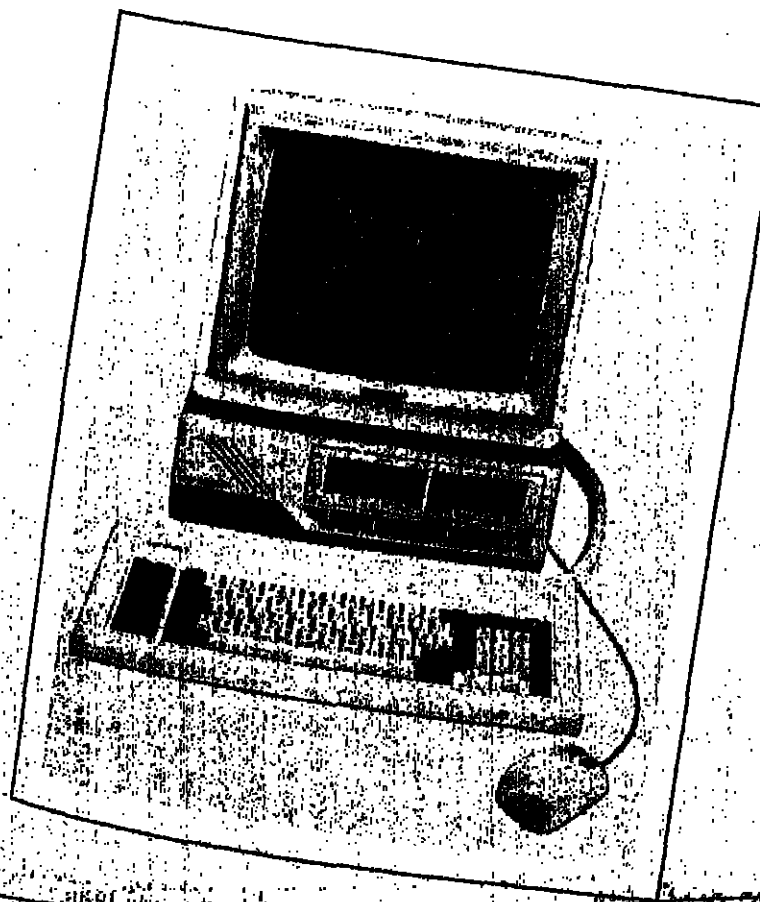
She included the Open College, a new system of television-based vocational education and training, the latter category. "The Open College will be the last of the fashioned pre-satellite broadcasts, and, if all goes well, we certainly expect to see Open College broadcasting transmitted by the early 1990s."

New low
Nimbus prices
network stations or Standalone
at £499
Call Oxford (0865) 249866 or Stockport (061) 477 1538



Hands up all those who'd rather network on the Nimbus.

- Easy to use and manage with friendly menu systems.
- Outstanding network at affordable prices.
- Proven today to run tomorrow's networks.
- Supplied with complete library of educational and commercial software.



Research Machines have 5 years' experience of making quality networks for schools and colleges, with over 2,000 systems up and running.

Today, the Nimbus Network brings fast processing, brilliant graphics and major software such as Windows, BBC Basic, RM Logo, AutoCAD, Lotus 1-2-3 and administrative software within the educational budget.

What's more, each Network comes with FREE training and technical support, and a wide range of educational and professional software (worth over £5,000).

And now, RM Net 2.

Now the Nimbus network is driven by advanced new software—RM Net 2—putting it even further ahead in terms of educational value. It's twice as fast, easier to run—with simple access and supervision through the friendly, protective menu system—and allows more power to more users.

For more information, send us the coupon and we'll put the facts at your fingertips.

Please send me more details about the RM Nimbus with Net 2.
Research Machines, Mill Street, Oxford, OX2 0BW. Tel 0865-249866.

NAME _____

POSITION _____

ESTABLISHMENT _____

SECTOR: Primary / Secondary / Further / Higher / Other. (Please complete)

ADDRESS _____

POST CODE _____ TEL _____

RM NIMBUS

BUILT-IN NETWORKING • BUILT-IN SUPPORT • BUILT-IN BRITAIN

FREE PENGUINS

Take out a year's subscription to the TES and you can choose free Penguin books from our literary editor's Penguin choice. A selection that ranges from Jane Austen to Tom Wolfe. Choose any two titles from the selection of six. Or, choose one from each.

CHOOSE ANY 2 TITLES

- | | | | |
|---|---|--|---|
| 1 <i>The Penguin Complete Novels of Jane Austen</i> | 2 <i>The Discoverers</i>
Daniel J Boorstin | 3 <i>The Purple Decades</i>
Tom Wolfe | 4 <i>The Pelican History of the U.S.A.</i>
Hugh Brogan |
|---|---|--|---|

OR CHOOSE ANY 5 TITLES

- | | | | |
|--|--|---|--|
| 5 <i>The Definitive Biography of Nikita Khrushchev</i>
Richard Buckle | 6 <i>Lolita</i>
Vladimir Nabokov | 7 <i>The Baller Who Fell From Grace</i>
Yoko Mishima | 8 <i>The Member of the Wedding</i>
Carson McCullers |
| 9 <i>A Good Man in Africa</i>
William Boyd | 10 <i>Slow Boats to China</i>
Gavin Young | | |

OR CHOOSE ONE FROM EACH SELECTION

Please send me a year's subscription to the Times Educational Supplement at £36 plus my free Penguins.

Name _____

Address _____

My choice of books is _____ (enter numbers here)

a) I enclose my cheque for £36 made payable to The Times Supplement.

b) Please charge my credit card. Signed _____

Card No: _____

Please send this coupon together with your payment to Linda Bayler, The Times Educational Supplement, Priory House, 31 John's Lane, London EC4A 3BX. This offer is open to new subscribers in the UK only and is valid on receipt of this coupon.

THE TIMES
Educational Supplement

PRIMARY



Portrait gallery: A giant mural representing pictures of all 250 pupils at Pakeman primary school in Islington, North London, now adorns the playground wall.

No-pay proposal fails to stop school closure

A 120-pupil preparatory school at Marple in Cheshire, has closed, despite an offer from its teachers to work without pay until Christmas.

Parents with children at the £1,000-a-year Brabyns school were told that the receiver had been called in. According to a spokesman for the

parent teachers' association, the closure at the end of last month came as a complete surprise. Parents are being urged to campaign to save the school. The school, which has been open for 20 years, is run by the owners Mr and Mrs Gordon Seed. Mr Seed said he was unable to comment.

ARE YOU A SUCCESSFUL WRITER?

IN BRITAIN ALONE, there are thousands of weekly, monthly and quarterly magazines covering every imaginable interest. Some 20,000 books are published every year! TV and radio have insatiable appetites for features, stories and plays.

NEVER have the opportunities been greater for writers - and Editors are always on the look out for exciting new talent. But talent is NOT enough. There are skills and techniques to writing for publication. And this is what Successful Writers teach - writing as a profession ... writing for publication ... writing for profit.

SENDING FOR OUR FREE 24-page booklet 'Secrets of Successful Writing' could be the most important and exciting thing you have ever done in your life. Do it NOW.

The Secrets of Successful Writing
FREE



TO SUCCESSFUL WRITERS FREEPOST C93, LONDON E14 7JR
Send me - free and without obligation - Or telephone: 01-515 9168 (24 hours)
Name (Please print) _____
Address _____



McOllip and FCOllip
College of Preceptors
Membership
for those engaged in
Education

Introducing The College of Preceptors

The College is the only chartered professional body in England & Wales for teachers and educational administrators. It is privileged to have been granted a Royal Charter in 1949. It is an independent and international forum for debate on educational issues, and an examining body.

For a copy of the Guide to Membership and for further information The College of Preceptors, 40/42 Piccadilly Street, London W1A 1AR.

(173)

THE HEARTBEAT COMPETITION WIN A COMPUTER FOR YOUR SCHOOL

Schools are invited to enter teams in the Heartbeat Competition and win a computer for their school. The competition will be held in two grades: (a) schools with 400 or less pupils and (b) schools with 401-plus pupils. The school in each grade which raises the most money for Heartbeat during the Spring Term 1987 will win a computer for their respective schools. In the event of a tie, a draw will take place. Although mainly applicable to schools within the area of the Wessex Regional Health Authority (i.e. Hampshire and the Isle of Wight, Dorset, Wiltshire, East Somerset and Avon up to Bath) ANY school may enter. Complete and return the attached coupon to get entry form and rules.

To Mrs. J. Roadnight, Heartbeat, 5 East Street, Alresford, Hants SO24 9EE.
Please send details of the Heartbeat Competition to (BLOCK CAPITALS PLEASE)

Registered Charity - No. 269500

Parents' role explained in five languages

North Tyneside, one of the "white highlands" compared with many other untrilingual parts of the country, has produced a booklet in four languages as well as English to help parents understand how primary schools work.

Called *Welcome to your school*, it explains what parents are expected to do - such as get children to school on time, and escort them using the crossing patrol. It leaves spaces for heads to fill in details of timetables and teachers' names and tells parents about their rights on religious education and school meals.

It has translations into Bengali, Cantonese, Punjabi and Urdu and carries

pictures from schools in the area.

The booklet was the brainchild of Mrs Wyn Mould, an advisory teacher for equal opportunities in the borough. She managed to get a grant from the Department of Education and Science to produce the book which she did with the help of headteachers and parents.

It is being distributed free to schools in North and South Tyneside. People outside the area can buy copies, £1.75 plus p & p with a discount for 10 or more at £1.50 each, plus p & p, from The Multicultural Centre, Goshauld Primary School, Goshauld Avenue, Longbenton, Newcastle upon Tyne NE12 8LB.

Nursery nurses threaten to take industrial action

by Cynthia Body

Nursery nurses throughout the North West and North Wales have threatened to take industrial action in support of their call for local authorities to negotiate local settlement of a claim for new contracts and improved pay.

Cheshire's nursery nurses and classroom assistants took a national lead two months ago when they began a work-to-rule in pursuit of their own claim to the county council.

They have so far succeeded in getting the county to call on the National Joint Council to review their work and salaries.

Tameside and Stockport have also put in local claims, but so far Cheshire

is the only county to take industrial action.

But at a mass meeting in Manchester last week, more than 500 nursery nurses agreed that claims should be made throughout the region. Nationwide action could follow, the organizers say.

The local government officers' union, Nalco, to which most nursery nurses belong, is looking for responses from the North West and North Wales authorities by the New Year.

If their answer is no, a ballot will be held to decide whether to take a series of one-day and half-day strikes after Easter. This proposal was "warmly

received" at the rally, according to Mr Frank Hont, Cheshire Nalco spokesman.

He pointed out that caring for children at risk had been given much emphasis, but "very little mention has been made of nursery nurses - women who do a lot of work with disturbed and at-risk children".

With a salary range of between £3,507 and £5,900, nursery nurses work with children of all ages in nursery and infant schools and special schools and units. They say their job has become considerably more responsible since their contracts were drawn up.

Plan to end 'chaos' in under-5 training

by Julia Hagedorn

The body which will validate all vocational courses offers a unique opportunity to end "the great training muddle" for workers with the under-fives, a London seminar heard last week.

Dr Denise Hevey, an Open University tutor and author of a report soon to be published by the Voluntary Organizations' Liaison Council for Under-Fives, said current training provision was chaotic.

The establishment of the National Council for Vocational Qualifications provided the chance to put this right. There was a desperate need for standardization since there was no relationship between the many courses and no transferability from one to the other. Some were validated, others not. "It is one vast muddle and there is no easy way through it".

Dr Hevey proposes in her report three alternative models for training within the new framework.

The most radical would incorporate different levels of competence under one single unified body, responsible for setting standards, which would include representatives of all relevant professional associations and employers.

Examination boards would have to submit their courses for recognition at the appropriate levels within the structure. It would also be possible, Dr Hevey says, to recognize the need for a degree of specialization by means of a common core plus special options.

Dr Hevey sees this model allowing teachers, social workers and health visitors to continue setting their own standards and validation procedures, while having an input into the quality and content of all under-five training.

The model also allows workers with the under-fives to progress through the various levels of competence and opens up the possibility of a new specialist profession.

This scheme was approved almost unanimously by Dr Hevey's audience

at the VOLCUP seminar, which included representatives from many voluntary and statutory organizations as well as lecturers and tutors on under-five courses.

In her report, Dr Hevey is particularly critical of the "plethora of different offerings in child care" for 16-19s. Youth Training Schemes are singled out as "springing up all over the place" in a totally unco-ordinated way and with no regulation of the content - yet promising certification at the end of two years. The Manpower Services Commission had promised to introduce a monitoring scheme but has not yet done so.

One YTS scheme criticized in the report is that run by Youth Training Management Ltd in Walsall. This, the report says, appears to offer a two-year nursery nursing diploma with no evidence of association with educational institutions. Yet it promises students that on completion they will be fully entitled to use the initials NN(Dip) after their names.

Mr Chris Mullen, who runs the company and is a qualified teacher, as well as a state-registered nurse and senior lecturer at a college of education, admitted that the educational content of his course was "not the greatest".

But he defended it on the grounds that it offered his trainees a certificate at the end of their time with him which would be a valid qualification.

He criticized the National Nursery Examination Board for running only college-based courses which did not suit the needs of YTS trainees. Of 150 on four YTS schemes last year at Youth Training Management, Mr Mullen said, 80 per cent had got jobs.

The Continuing Under-Fives Muddle: an investigation of current training possibilities by Denise Hevey, £3 plus 50p postage from VOLCUP, Thomas Coram Foundation, 40 Brunswick Square, London WC1N 1AF.



Louise in print

Story heroine

Tabi Louise Town, 13, from Canterbury in Kent is an ordinary little girl who happens to suffer from the mental handicap, Down's syndrome.

She goes to school and to the shops and enjoys horse riding and buying clothes. She is also the star of a new children's book aimed at encouraging primary and infant school children to develop positive attitudes towards Down's syndrome victims.

Ms Susan Brooks, director of the Down's Syndrome Association which is to receive all profits from sales, said: "The aim of the DSA and the publishers is to get copies of *I'm Louise* into every primary and infant school in the country so that children can enjoy its special appeal and develop a positive attitude to Down's syndrome and enjoy looking at life through Louise's eyes."

Louise herself was due to sign copies of the book during the launch at the Royal Festival Hall. Her reaction to seeing herself in print? "Smashing."

I'm Louise, by Anne Rooke, is available, price £1.95 from Learning Development Aids, Duke Street, Wilsbeck, Cambridgeshire PE13 2AE.

Primary Index

Quasimodo in the infants	20
Commercial competitions	20
Children's literature	25
Books in class	27
Nuclear power pack - 9 to 13-year-olds	30
Schools contribution to the Domesday Project	33

Free Master Compact for your school.

Acorn Computers Limited, the UK's leading educational microcomputer manufacturer have recently launched their new computer system - the

BBC Master Compact.

Compatible with previous BBC models, the Master Compact is ideal for both school and home use.

The BBC Master Compact as advertised in the National press.

The new BBC micro allows your child a bit of growing room.

ample room to accommodate your child's learning development.

The BBC Master Compact's educational software takes children from their first grasp of words and numbers to the world beyond.

In 80% of UK schools, children are already growing up with BBC micros.

With a BBC Master Compact at home, your child's ability with computers will progress by leaps and bounds.

Before too long, you may find that you have a Businessman of the Year in the family. At which stage, our micro will be well handling your young tycoon's financial planning and forecasting.

Accountancy Age has already acclaimed our spreadsheet package as "the most sophisticated yet produced for a small micro".

The BBC Master Compact manages to fit the BBC micro's benefits into one, easy to use package. This includes colour monitor, processor, disc drive and enough software to keep you and your children busy indefinitely.

Have a chat with your local dealer or specialist retailer about the computer that equips your child for life.

You owe it to yourself to buy them something they won't grow out of easily.



The BBC Master Compact. Equips your child for life.



The choice of experience.

If you can supply us with proofs of purchase of a Master Compact from 25 parents or friends of children in your school, we will give you a free Compact Entry Level System. Worth £385 + VAT.

A special application form with full details about this offer including the rules of the scheme, has been sent to every school.

Please ask your head teacher for further information. If for some reason your school does not have this information, write to Jeremy Preston at the address below or ring 0223 214411.

Acorn have produced a special support pack to help stimulate activity and monitor progress in collecting those names.

The scheme will operate from 31st October 1986 to 31st January 1987. So there is no time to lose.

Acorn
The choice of experience.

Acorn Computers, 645 Newmarket Road, Cambridge CB5 8PD.

In the week that Shelter has its 20th birthday, Ian Nash investigates the plight of homeless youngsters and finds out how schools could help solve the problem

Teaching life's casualties the art of survival

Ask the average Mancunian for Shades counselling centre in Coppas Street and you will be given a blank stare and an apology - which is a pity if you are young, homeless and broke.

Seven teenagers had found the housing agency, however, thanks to Mr Roy Murphy, manager of the Manchester branch of Shelter. "If you get lost ask for the new art and craft market over the road - everyone knows where that is," he told them.

Across town in the municipal offices, education welfare workers and housing advisers were thrashing out a compromise policy to put homeless youngsters into the school curriculum. More work for beleaguered teachers and no resources to support them, but they had to try.

Mr Murphy had pointed out that the official national estimate of 80,000 homeless young people was wildly inaccurate. "In Greater Manchester alone there are 10,000 single, homeless, young people unaccounted for by the official statistics."

All were agreed: "We must make a start in schools. An easy way would be to get Shades' Survival Guide into

"No she's in hospital and nothing can be done. When you print this she'll be dead"

the hands of every youngster in need. It is not as expensive as it sounds; as one education officer pointed out: "Teachers know exactly which pupils will be on the streets within days - if not minutes - of leaving the school for the last time."

The lucky ones were those who had run away from home and school before 16 and were caught before too much damage was done.

Less lucky were youngsters such as Carl - in council care since the age of nine. When he was 15 his parents had split up, he was constantly fighting with his brother and was in trouble with the law. He knew he would soon be too old to be taken back into care and he was determined to make his own way.

By the age of 16 he was living with Joyce, who was pregnant. On his seventeenth birthday, he slashed his wrists in an attempt to escape the tannans of coping with a second child, still without work and living in a rat-infested flat.

He and Joyce were separated by the time he was 18, and on his nineteenth birthday he wandered into Shades. Terry, the manager, took him for a

drink - his fortunes had changed. "No one ever warned me about these problems when I was in care and at school," he said.

His friends in Shades agreed. "OK," said Pete. "You don't bother to listen to what teacher says. But you do remember little things, later." At 17, Peter is nobody's fool; he has been everything from barrow-boy to a male prostitute.

Manchester Shelter deals with 2,400 youth cases, more or less as appalling as Carl's and Pete's, every year. Julie was a failed case: a friend of Carl, she was on the streets and pregnant at 15, on drugs at 16. As Carl pointed out: "Now she's in hospital and nothing can be done. When you print this she'll be dead."

Mr Murphy used a medical analogy to describe Shelter's Manchester office. "It is a casualty ward." With eight staff, he can no longer cope. "One day a week we close our doors on all but the extreme emergencies - just to get through some of the paperwork."

These problems are not unique to Manchester, of course. Liverpool's Biscuit is similar to Shades. In 1979 it handled 80 cases a month; now it deals with more than 1,000.

It is a similar story in the South of England. Nationally, one-third of all requests for help from Shelter are from



The Shades counsellors deal with 2,400 youth cases a year

the young, compared with one-fifth in 1979. And, surprisingly, some of the highest proportions are in areas such as Taunton (43 per cent), Milton Keynes (37) and the Medway towns in Kent (50).

"We must involve schools, not just in the process of diagnosis but in the treatment of the problem - as an early warning system," said Mr Murphy.

Shelter has made a start by producing an educational video and resource pack, *Moving Away From Home*, which focuses on a group of young people leaving home. Shelter's director, Ms Sheila McKechnie, explained: "We want to encourage people to seek advice and be prepared before leaving home."

The pack, which includes a 40-minute video, is aimed at schools and

clubs and offers advice in an amusing, but not patronizing, manner. It follows the changing fortunes of the group in the hands of a landlord (Adam Faith) who is as charming as he is corrupt.

To underline the urgency of the problem, Shelter points out that at least 10 per cent of 16 to 19-year-olds no longer live with their parents and that every year 13,500 young people leave council care with prospects little better than Carl's.

Only an estimated 3 per cent of young homeless people suffer from alcohol or drug addiction problems. But the youngsters themselves view this with remarkable "street-wise" cynicism. As Pete put it: "The pushers only go where there's money."

After feeding and clothing himself, John, another of the young people on

Shades' books, has only £15 from his £34.20 social security for job hunting, heating his spartan room with a two-bar electric fire and entertaining himself.

The number of out-of-work 16 to 19-year-olds has trebled to 550,000 since 1979. And again, the South is harder hit than official statistics suggest, according to six regional Shelter surveys. Total numbers out of work may be lower in the South but the brunt is often borne by school-leavers, as in Sutton, Surrey, where 75 per cent are jobless.

Nationally, six out of ten youngsters cited unemployment as the cause of their leaving home. The same number said unemployment was the major obstacle to finding a place to live. "Even where unemployment is high among adults," said Mr Murphy, "parents still do not believe there is no work around for their children."

Shelter surveys suggest that family disputes are the major cause of children leaving home early. But, speaking to the youths, they invariably blame the disputes on problems related to unemployment.

First stop for a homeless youth in Manchester is likely to be a small,

The most ruinous legislation of late was the change of board and lodging regulations

shared room in a converted Victorian workhouse. Others sleep on the streets or for London.

Shades' survival guide offers salutary advice: "If you go to London without plans for a job, and with less than £300 in your pocket, you'll probably have a hard time finding a decent place to live." For the forlorn, however, it offers a list of advice centres.

Educational, welfare and voluntary workers alike were unanimous in the opinion that the most ruinous legislation of late was the change of board and lodging regulations that cut the fragile roots youngsters had put down. It has added an estimated 25,000 to the national homeless list, said Shelter.

The new legislation was aimed at unemployed "Costa del Sole" youngsters under the age of 26 who were said to be using social security and board and lodging subsidies not to find work but to have an extended holiday.

With a few exemptions, all unemployed people under 26 are now required to move on after between two and eight weeks - with the latest period in allocated to holiday resorts.

"We have no great indication of increased homelessness as a result of this legislation," said a spokesman for the Department of Health and Social Security.

Now that Manchester education authority community workers and teachers are to consider how such issues can be discussed in school, the i.e.a. will inevitably be accused of bringing politics into the classroom. Governors, for example, may balk at seeing the Rape Crisis Centre appearing in the Survival Guide.

Mr Murphy said: "I have been invited in and seen what schools can do, given the support." But without a authority-wide policy, the work of a few enthusiasts would amount to "not very much".

The Victorian workhouse is to be demolished as the city housing department is embarking on building sheltered and emergency housing. Eight ten-room houses are planned for 1988. "It's not much, but it is a start," said one housing officer.

At present, youngsters are advised to join the 38,000 people on the council house waiting list and Shelter is forced to refer them to bed and breakfast hostels, many of which are sub-standard.

Meanwhile, the youths in Shades lament the lack of education and advise newcomers to think again while they are ahead. "Don't go on people's opinions, get expert advice," said Pete. "Go home."

"God knows where my dad is," said Tracy. "I left home at 15 and no one bothered about me. I wish sometimes that I was told something at school - not that I'd have listened."

Carl reminded her of Pete's words and said she might not have listened, but she might have remembered. "I wish I could shrink myself back to nine-and-a-half and be back at school and start life all over again," he said. "But it's too late. So I've got to pull myself up and live my life the best I can."

Is Softstrip the most important teaching aid since the book?

Yes, possibly. To cut a long story short.

Because Softstrip is an ingenious new way of storing and distributing information - just like a book.

But that's where the similarities end. For unlike a book, Softstrip is print that computers can read.

The start of a new chapter in communication. Encoded in a Softstrip is digitised information.

It could be data, text, graphics, software - even music. Printed strips, like the one shown here, can be read directly into most popular computers.

A software program can therefore be put on strips and distributed to thousands of people - for the same cost as sending sheets of paper.

Softstrips can even be photocopied and still read into computers - which means you can produce many copies of your program as you wish.

Now your computer can read.

The key to reading a strip is a new piece of low cost hardware called the Softstrip Reader, which plugs into most popular personal computers - such as BBC, IBM PC and compatibles, Amstrad 8256 and Macintosh.

THE SOFTSTRIP READER COSTS £200* OR LESS. When the reader is placed over a strip, it scans the data and transmits it to the computer in seconds. Learning to use the reader is very easy and the technique can be grasped in a couple of minutes.

It can be used by students of any age. And because Softstrip is on paper, it requires no special handling.

The reader will even scan through thumb prints, coloured ink and general dirt.

Even if the strip has been folded up, it can still be read - which is more than you can say for disks.

And, of course, if a student loses or ruins a strip, it's far less expensive to replace than a floppy disk.

What is the educational value of Softstrip?

In education, Softstrip has many potential cost- and time-saving applications.

Not only can it be used to distribute software, but it can be used to store information for future lessons or to file data on test results, lesson plans and student records.

Strips can be individually filed and stored which makes them very easy to find and retrieve. A library of software programs or data can therefore be built up for next to no cost.

Software on strips can even be printed alongside text in books or newsletters. When needed, they can simply be read straight into a computer.

Creating your own Softstrips.

If you have a dot matrix printer, then you can produce Softstrips by the dozen.

And because you can photocopy original strips, you can duplicate software at a far lower cost than reproducing disks.

What's more, if you happen to have something you don't want photocopied, simply add another colour, like red, across the strip.

What can you teach with Softstrip?

Whatever subject you want - from the obvious, such as computing, to maths, architecture, technical



THIS STRIP CONTAINS AN IBM BASIC PROGRAM TO CALCULATE ROOTS OF NUMBERS.

drawing, languages, science, geography and literature. The possibilities are endless.

So if you would like to know how Softstrip could become an invaluable teaching aid, cut the coupon or phone for more information.

It could open a new chapter for you.

I'd like to learn more. Please send me more details about Softstrip.

Name _____
Establishment _____
Position _____
Address _____

Telephone _____ 400-8864-61-745-1314

Softstrip
Print computers can read.

SOFTSTRIP INTERNATIONAL, 53 BEDFORD SQUARE, LONDON WC1B 3DP.
TEL: (01) 631 3775. TELEX: 263874 SOFTST G. FAX: (01) 631 4039.
A JOINT VENTURE OF CAUZIN SYSTEMS, INC. AND EASTMAN KODAK CO.

FABIAN
NEW YEAR SCHOOL 1987
A SPECIALIST PLAN FOR EDUCATION
9/11 January 1987
Oxford
Speakers: Giles Radice MP, Beverly Anderson, Teresa Blackstone, Dan Finn, A.H. Halsey, Eric Robinson, Caroline St John-Brooke, Ray Woodroffe.
For further details and booking form: The Fabian Society, 11 Darnley Street, London SW1H 9BN (Tel: 01-222 8677)

TEACHERS HAVE ONE ON US!
The Browne magazine for girls 7-10 years is celebrating its SILVER JUBILEE on 21st January. Send today for your complimentary copy of our Birthday Issue. The Browne Sub, Dept. G. G. A., 17-19 Bucklebury, Palace Road, London SW1W 0PT

Out with the Christmas empties

Voluntary housing agencies are already bracing themselves for the post-Christmas rush of youngsters who will run away from home or be turned out by their parents.

School holidays are the worst times, said a spokesman for Shelter, the national campaign for homeless people, and "Christmas is worst of all". In many cases, the trouble starts because unemployed people "with little cause to celebrate" are cooped up with their family for longer than usual.

Shelter reached the ripe old age of 20 this week - and also found little cause for celebration.

The homelessness problem, far from improving over the years, has deteriorated so alarmingly that 1987 has been declared the United Nations International Year of Shelter for the Homeless.

At the heart of the IYSH campaign will be an educational project aimed particularly at schools and intended to give teachers immediate access to the widest possible range of educational resources.

Shelter will publish an update of *Make Room for Youth*, a survey of local education authority activities and provision for homeless people. The task is proving far from straightforward, said Ms Claire Booker, Shelter's information and press officer.

"We sent out a detailed questionnaire from which to collate the information, but only one in three local authorities responded. I think this is largely because of the pressure they are under to fulfil legal obligations."

Nevertheless, Shelter found ways of unearthing what it needed. The resource problem is one which hampers hundreds, if not thousands, of teachers in their attempts to include the issues in subjects such as geography and general studies, according to reports from a range of voluntary organizations.

The IYSH Trust and Council has been set up under the presidency of Lord Scarman to co-ordinate the year's activities in the United Kingdom. The

educational packs will be available from local offices around the country.

Each pack will be flexible enough to be adapted to the needs of different age groups, and will study housing conditions in different societies, as well as looking at realistic and practical alternatives for individuals in Britain.

It is hoped that teachers will find the packs suitable for personal and social studies, development education, religious studies, geography, current affairs and home economics. Staff in these areas are being consulted on curriculum content and design.

Computerized resource lists will also be available in January, outlining what is available from other agencies to support teaching material for three age groups: nine to 13-year-olds, upper secondary pupils, and 15 to 18-year-olds. That for the last age-range will look at options facing youngsters on leaving home.

For further information contact WCHS 01Y (telephone 01-537 7151). The IYSH Council and Trust was set up by the United Nations Association, Shelter, Oxfam, the Town and Country Planning Association and the National Federation of Housing Associations.

Shelter has 35 regional branches offering schools resource lists of nationally and locally-available materials.



Mother and baby in bed and breakfast accommodation

rials, details of regional surveys on homelessness, and advice on local agencies. They will also provide speakers to visit schools, although they stress that staffing for this purpose is extremely limited.

For further information contact your local branch of Shelter or either the Information or Publications Department, Shelter, 137 Waterloo Road, London SE1 8XF (telephone 01-633 9377).

Christian societies have a range of resources and educational speakers available. These include the Church of England Children's Society, Old Town Hall, Kennington Road, London SE11 (telephone 01-735 2441).

Other helpful sources are the Young Men's Christian Association of Great Britain, National Council, 640 Forest Road, Walthamstow, London E17 (telephone 01-520 5599) and the Young Women's Christian Association, 16 Great Russell Street, London WC1 (telephone 01-580 4827).

Local authority education and housing departments are keeping an increasing range of fact-sheets and computerized databases which may support work at school.

Other organizations addressing the problem include Youthaid, 9 Poland Street, London W1Y 3DG; the British Youth Council, 57 Charlton Street, London NW1 1HU; and the National Youth Bureau, 17-23 Albion Street, Leicester LE1 6GD.

The bureau also houses the National Association of Young People's Counselling and Advice Services and the Council for Education and Training in Youth and Community Work, which also offer valuable advice on education for independence.

In addition to the local public libraries and the Citizens Advice Bureau, valuable information and support from visiting speakers can be gained from the Marriage Guidance Council, whose name, according to one worker, "is an anachronism considering the range of advice services it now offers".

NEWS

TES staff report as all sides in the teachers' dispute take stock and—opposite—analyse the Education Secretary's new Pay and Conditions Bill



Dick North: delighted in defeat



Doug McAvoy and Fred Jarvis: accused opponents of not living in the real world

Clean-shaven McAvoy wins by a whisker

by Barry Hugill

"Turkeys—don't vote for Christmas!" pleaded Mr Dick North, Lambeth maths teacher and left-wing stalwart, of the 1,500 delegates to the NUT special conference in Blackpool on Saturday.

But they did. By 122,557 votes, to 100,973, Mr Doug McAvoy, union deputy general secretary and chief negotiator, won approval for the provisional agreement on pay and conditions of service that he and Mr John Pearman, the employers' leader, had hammered out with the help of Acs.

Mr North was delighted in defeat. He had expected to lose by a somewhat larger majority. Forget the heads, forget their deputies, make friends with the NAS/UWT and you could well have a majority of "ordinary classroom teachers" against both the Nottingham and the Baker deals, he said.

The sentiment, if not the rhetoric, was shared by Mr Bernard Regin, of the Socialist Teachers' Alliance, who declared it a "staggeringly good vote."

It showed a clear determination on the part of teachers to fight Baker, to fight Nottingham, to fight for NUT policy, he claimed.

He was referring to policy as it was expressed circa November 1984 by all sections of the NUT. No contractual obligations on teachers, no annual assessment, restoration of salary levels to the relative levels of 1974.

Times, however, change. Mr McAvoy was blunt with those who were calling for a rejection of this provisional deal. "If you don't consider the circumstances surrounding the deal then you are not living in the real world," he told the rejectionists who were heckling him.

Mr McAvoy's feelings are well known and he had no surprises in store on Saturday. Accept Nottingham or take the consequences of a Baker-imposed deal, he said.

The spectre of the Education Secretary was ever-present during the debate. There was little real discussion about the nitty gritty of pay and

conditions although Mr Malcolm Horne, an executive member, claimed the provisional deal was "the most successful blow against low pay ever achieved by any union". But for the most part, the argument was about political realities.

Time and time again supporters of the provisional deal echoed the "real world" taunt of Mr McAvoy. Mr Peter Griffin, Mr Horne, Mrs Barbara Lloyd, executive members and McAvoy loyalists, behaved as if back in the classroom dealing with recalcitrant children.

It was left to another executive member, Mr Gordon Green, to spell it

out for those who could not, or could not, understand.

"Kenneth Baker is threatening our basic civil liberties," he said in reference to the threat of an imposed settlement, "yet we are here quibbling. If we fail to back this agreement we make it easy for him. We cannot afford to let Baker say that the NUT is divided. We need to be united to win the support of the public."

Yet it is not just the philosophers who have problems defining what is real and what is not. For Mr Harry Dowson, a long-time executive member and no militant fire-brand, the anger of his South Yorkshire members at what they saw as the abandonment by the NUT leadership of all that they have struggled for over the past few years, was all very real.

And Mary Hulford, an executive member for only a month, spoke quietly, but forcefully, of the puzzle of classroom teachers told by the leadership that the union would never accept a worsening of conditions for its members, but now asked to rally a deal that would impose the most stringent contractual obligations.

On the day, the "realists" had it over the "rejectionists"—but only by a whisker. If Mr Baker didn't know already, Blackpool should have told him that there are some very bitter teachers about. And they are quite prepared for a fight.

Unions ask members for backing on salary offers

The four unions which signed the Acs-led provisional agreement on pay and conditions are consulting their members, as is the National Association of Schoolmasters/Union of Women Teachers, which refused to sign the agreement.

The National Union of Teachers is balloting its members on their reaction to the Acs deal. On Saturday a special conference voted by a margin of 5 to 4 in favour of the deal. It expected, however, that the balloting would show a larger majority in favour.

The NAS/UWT is balloting members on both the Acs and the Baker proposals. Large "no" votes for both deals are anticipated, in accordance with the leadership's recommendation. The Assistant Masters and Mistresses Association is asking members to vote yes or no to the question: "Do you wish the association to ratify the provisional agreement on teachers' salaries and conditions of service which was negotiated under the auspices of Acs?" A majority is expected to support the leadership's decision to back the deal but the vote could be close.

The results of the ballots are expected in about two weeks' time.

The Secondary Heads Association was sounding out opinion this week in preparation for today's emergency meeting of its decision-making council. It is known that a significant number of members are opposed to the Acs deal.

The Professional Association of Teachers is not holding a ballot, but is inviting members to write in with their views on both deals.

The National Association of Head Teachers' decision not to sign the Acs deal has been endorsed by its national executive.

Meanwhile, the local authority employers have written to Mr Baker outlining the Acs deal and stressing that a voluntary agreement is the best way of ensuring high quality teaching.

Mr Baker has said that in addition to ensuring good classroom teaching and extra responsibility and paying extra skills in short supply he wants to attract good teachers to demanding jobs which might otherwise be difficult to fill—in inner city schools for example. This could be achieved through the Bill.

Mr Baker has made provision in the Bill for the replacement of the Burnham Committee with an Advisory Committee which will report to him on pay and conditions.

Mr Baker would allow the Education Secretary to legislate on both pay and conditions through statutory instruments—a device used to speed business through Parliament and limit debate.

On the conditions side, Mr Baker indicated that the Education Secretary would be required to require teachers to abide by a new contract.

Between five and nine people will sit on the new committee and will be required to make recommendations in a range of financial and other conditions set by the Minister.

The Education Secretary told journalists last Thursday that he expected the committee to remain in force for a year (of course, if either pay or conditions is accepted, there would only be one pay agreement in that year).

He said that the committee would be representative and that he would discuss its advice with the local authorities and teachers' unions in deciding whether to implement the proposals.

There is already an outcry over the deal on the teachers' unions and the local authorities—who, in their pay talks, have put the case for a national joint

Nottingham and London, he said: "I think that's real progress. I would not seek to change any of the 13 points (in the local authorities' contract)."

The crucial question mark hangs over how long all the participants have to reach an agreement before Mr Baker reaches for what he described as "draconian powers"—which he gives himself in the new Teachers' Pay and Conditions Bill introduced in the House of Commons last Friday.

It abolishes the Burnham Committee—which has been the focus for teachers' pay negotiations for more than 60 years—and replaces it with an interim committee which will advise the Education Secretary on both pay and conditions of service.

But will Mr Baker use the Bill's powers to settle the current deadlock? And if so, when?

Mr Baker has said that he is prepared to talk to any of the participants who want to see him—although he would not be available until the early part of next year.

During that time, he is prepared to talk to any of the participants who want to see him—although he would not be available until the early part of next year.

He said, however, that he thought Sir John Wood—the chairman of the Acs panel which masterminded the agreement between the local authorities and four of the six teachers' unions—was "very close" to getting the deal on an alternative structure of the day of talks which preceded the signing ceremony.

NEWS

Anger over payment by region plan

by Barry Hugill and Richard Garner



John Banham: in favour



David Hart: opposed

not surprising, because the least controversial aspect of Mr Kenneth Baker's proposal to introduce regional variations.

Mr Baker is adept at presenting his proposals to the press and to a delegate conference voted by a margin of 5 to 4 in favour of the deal. It expected, however, that the balloting would show a larger majority in favour.

The NAS/UWT is balloting members on both the Acs and the Baker proposals. Large "no" votes for both deals are anticipated, in accordance with the leadership's recommendation. The Assistant Masters and Mistresses Association is asking members to vote yes or no to the question: "Do you wish the association to ratify the provisional agreement on teachers' salaries and conditions of service which was negotiated under the auspices of Acs?" A majority is expected to support the leadership's decision to back the deal but the vote could be close.

The results of the ballots are expected in about two weeks' time.

The Secondary Heads Association was sounding out opinion this week in preparation for today's emergency meeting of its decision-making council. It is known that a significant number of members are opposed to the Acs deal.

The Professional Association of Teachers is not holding a ballot, but is inviting members to write in with their views on both deals.

The National Association of Head Teachers' decision not to sign the Acs deal has been endorsed by its national executive.

Meanwhile, the local authority employers have written to Mr Baker outlining the Acs deal and stressing that a voluntary agreement is the best way of ensuring high quality teaching.

Mr Baker has said that in addition to ensuring good classroom teaching and extra responsibility and paying extra skills in short supply he wants to attract good teachers to demanding jobs which might otherwise be difficult to fill—in inner city schools for example. This could be achieved through the Bill.

Mr Baker has made provision in the Bill for the replacement of the Burnham Committee with an Advisory Committee which will report to him on pay and conditions.

Mr Baker would allow the Education Secretary to legislate on both pay and conditions through statutory instruments—a device used to speed business through Parliament and limit debate.

On the conditions side, Mr Baker indicated that the Education Secretary would be required to require teachers to abide by a new contract.

Between five and nine people will sit on the new committee and will be required to make recommendations in a range of financial and other conditions set by the Minister.

The Education Secretary told journalists last Thursday that he expected the committee to remain in force for a year (of course, if either pay or conditions is accepted, there would only be one pay agreement in that year).

He said that the committee would be representative and that he would discuss its advice with the local authorities and teachers' unions in deciding whether to implement the proposals.

There is already an outcry over the deal on the teachers' unions and the local authorities—who, in their pay talks, have put the case for a national joint

Nottingham and London, he said: "I think that's real progress. I would not seek to change any of the 13 points (in the local authorities' contract)."

The crucial question mark hangs over how long all the participants have to reach an agreement before Mr Baker reaches for what he described as "draconian powers"—which he gives himself in the new Teachers' Pay and Conditions Bill introduced in the House of Commons last Friday.

It abolishes the Burnham Committee—which has been the focus for teachers' pay negotiations for more than 60 years—and replaces it with an interim committee which will advise the Education Secretary on both pay and conditions of service.

But will Mr Baker use the Bill's powers to settle the current deadlock? And if so, when?

Mr Baker has said that he is prepared to talk to any of the participants who want to see him—although he would not be available until the early part of next year.

High cost of a wandering star

by Diane Spencer

The ratepayers of Wakefield will perhaps not be best pleased to discover that, through no fault of their own, or that of their council leader, Mr John Pearman, they are subsidizing a large slice of the protracted teachers' pay negotiations.

Mr Pearman, as the nation now knows via extensive media coverage, has spent many days and nights away from home in the course of duty as leader of the employers' panel. Who pays for fares and hotels? The Local Authorities' Condition of Services Advisory Board doesn't, nor does the Association of Metropolitan Authorities, which he also chairs. Somebody has to.

The honour, or bad luck, falls on whichever authority's leader or member happens to be in the driving seat. But Wakefield and all concerned in this everyday saga of teaching-folk should be heartened by Mr Pearman's dedication to the job. Finding himself ex-

hausted and with a cold coming on last Wednesday night after meeting Mr Kenneth Baker at the House of Commons, and with a meeting at the AMA next morning, he looked himself into a hotel in central London. The bill exceeded his allowance by £20. That came out of his own pocket—not for the first time.

"The system is crazy," Mr Pearman admitted the day after. "I am not denying that I enjoy what I'm doing, but for the same attendance allowance, I could be sitting for half-an-hour in an obscure room in the back of the town hall."

To save the ratepayers on British Rail fare costs, he has invested their money in a year's season ticket—second class—to London (a mere £1,440). And it saves filling in all those expense forms.

Maybe this also gives some clue as to how long the negotiations may last.

ISSUES

THE MAGAZINE WITH ADVICE ON ENGLISH, EDUCATION AND CAREERS

1. The career and education decisions you take when you're 16 to 19 can affect the rest of your life.

2. Finding any job is hard these days. Finding the right one can be impossible.

3. After 3 years at University, you'll get a degree. But will it get you anywhere?

4. Exams may qualify you for a job. But what else will an employer look for?

5. You may be ready to earn money. But do you know how to handle it?

FURTHER EDUCATION MAKING THE RIGHT DECISION

MONEY MAZE FINDING THE WAY TO YOUR FUTURE

KNOW YOUR RIGHTS A CONSUMER GUIDE

SOME OTHER FACTS OF LIFE YOUR PUPILS MAY NOT YET KNOW ABOUT.

If you teach 16 to 19 year olds, you'll know just how much they still have to learn about the outside world.

That's why we think you'll find Issues an invaluable new magazine from Barclays.

Every few months it will help your 16 to 19 year olds tackle some of the serious issues they face.

It'll help them make the right decisions about further education. It'll help them work out the best career to go for. And it will help them get the most out of their money.

Fortunately, it won't cost them any money though.

They can pick up a copy free at any branch of Barclays.

Or you can fill in the coupon opposite for a regular supply of free copies for your class.

ISSUES. The other facts of life every 16 to 19 year old needs to know.

Post to: Paul Wilson, Issues,
Barclays Bank PLC, Juxon House,
94 St. Pauls Churchyard, London EC4M 8EH.

Please send me _____ copies of Issues.

Please put me on your mailing list for future copies. ☐

Mr/Mrs/Miss _____

Position _____

School _____

Address _____

Is your school state/private/independent? ☐ (delete as appropriate)

BARCLAYS

ISSUES

WHAT'S HAPPENING IN THE CLASSROOM?

EDUCATION NOW

Monday 8 December—Friday 12 December 2.00-2.30pm Radio 4

VHF/FM Libby Purves presents a daily phone-in (from 1.00pm on 01-580 4411) for parent educational specialists on current matters of concern: Home/School partnership, teacher's contract, GCSE, reading, teacher shortages and AIDS.

TEACHING TODAY

Thursday 11, Friday 12 December 11.00-11.40am

Ken and Yetta Goodman. Internationally renowned experts on the latest approaches to teaching children to read (Thursday).

Primary specialist Hilary Shuard talks to Marshall Corwin on the coming of the calculator and computer into the classroom "the greatest change in technology of calculation since the Renaissance" (Friday).

BARCLAYS EDUCATION

"I am always careful in what I say and use words with precision," said Mr Kenneth Baker as he briefed journalists on his "softly, softly" approach towards the current impasse between him and the local education authorities over pay.

Bearing that in mind, he appeared to give key pointers about how he, the employers and the unions could negotiate themselves out of their discord.

Baldly, there are two fundamental distinctions between the two packages—the local authorities' version costs £85 million more than the Education Secretary's and the second is a "difference of philosophy and principle" between the two proposed pay structures.

Asked if there were room for manoeuvre on the cost, Mr Baker said: "I'm not prepared to go beyond the cost of my package." But he added: "A settlement can be contained within that amount of money."

Would delaying the local authorities' package by a month (the second stage of Baker's comes into operation in October, that of the authorities' in September) achieve that? "It saves half (of the £85 million) to put it back to October," he mused. "Put it back to November and it will save more."

His reply indicated that a third potential stumbling block—the fact that the local authorities' package included money for employing extra teachers to ensure a maximum class size of 33 pupils—was not an insurmountable problem.

As to the structure, Mr Baker says his package is based on 140,000 incen-

tive posts for teachers in a 400,000-strong profession—whereas the local authorities' structure holds out only 80,000. "Today there are 105,000 such posts," he said. "That would mean that 25,000 teachers who are now on the higher scales would not hold promoted posts come September."

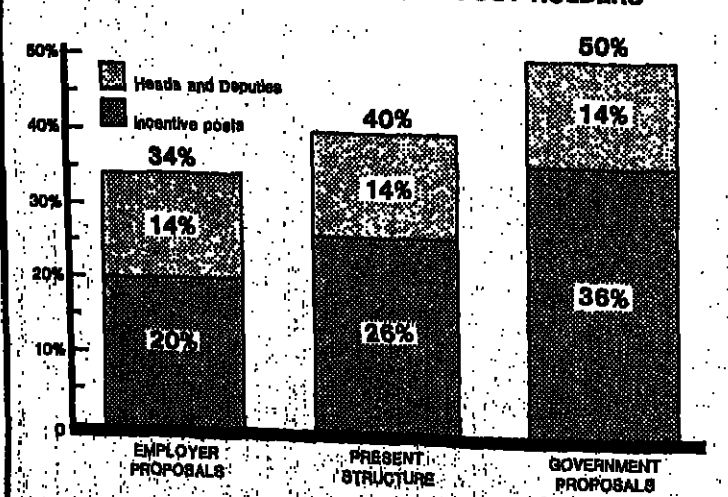
This hurdle is the most difficult to clear—the Baker package includes five differential, incremental points above the newly-established Main Profes-

sional Grade for teachers, while the local authorities' scheme envisages two.

However, even here there could be movement. The National Union of Teachers' original claim envisaged three. Asked if three would be enough, Mr Baker replied: "I'm very attracted to five... I will look at any proposal they make—although I would have thought three wasn't enough."

As for the contract negotiated at

PROPORTION OF TEACHERS: HEADS, DEPUTIES AND INCENTIVE POST HOLDERS



Figures produced by DES

Language lecturers disappointed

The Government's first priority when encouraging modern language teaching must be given to schools, Mr George Walden, higher education minister, told a conference for language lecturers.

He disappointed the conference, organized by the modern languages section of NATFHE, the college lecturers' union, by failing to offer support similar to the policy statement for schools spelled out by Mr Chris Patten, the then minister of state for education, in the summer.

He suggested that there was likely to be an extension of Government initiatives to further higher education, but stressed that "there is still a lot to do in schools".

Colleges, universities and polytechnics could contribute to the curriculum beyond the reach of normal schools by offering minority languages and a wider chance to study the history, geography, politics and culture of other countries, he said.



Helping hands: Wendy Daunt, communications co-ordinator, practises self-expression techniques with a delighted youngster in the nursery at the Royal School for the Deaf, Derby.

DES prepares Aids fact-sheet

by Sue Surkes

Work has begun on a detailed fact-sheet to help teachers answer pupils' and parents' questions about Aids.

A spokesman for the Department of Education and Science said it was too early to say whether the fact-sheet - as opposed to curriculum aid - would go to teachers in all schools. Nor could he comment on the explicitness of the language that might be used.

"The intention is that it will bring together all the facts that are currently known about this particular illness from the medical, general health, educational and first aid point of view."

The sheet, which is not expected to be ready until next year, will expand on information contained in the *Children at School and Problems related to Aids* booklet circulated by the DES in June.

Ms Doreen Massey, assistant director (schools and FE) at the Health Education Council, said the HEC knew little about the initiative but hoped to be able to liaise closely. The council was producing material

for teachers about Aids as part of projects due to be launched next summer, she added.

Mr Jack Jones, general secretary of the National Confederation of Parent-Teacher Associations, said that Aids had to be approached sensitively and

not blown out of proportion. "I hope there will be the fullest discussion between parents and teachers."

Mrs Valerie Riches, national secretary of Family and Youth Concern (formerly the Responsible Society), said: "If they will tell youngsters the

truth, that the only way to avoid Aids and cancer of the cervix is restraint, it might be fruitful."

A spokesperson for the National Union of Teachers said teachers would use their professional judgement to assess the effectiveness of the material and its suitability.

● The Health Education Council, an independent body funded by the Department of Health and Social Security, is to be reconstituted into a "special health authority" within the DHSS. The move, announced by the Government last week, alongside a £20 million Aids warning campaign, is expected to take effect from next April and to give the HEC executive responsibility for educating the public about the disease.

The HEC will get more money, but according to Ms Massey, it is not yet clear how much.

Ms Massey said it would not affect general schools projects. The reconstitution would simply make clear that there was one department running health education campaigns.

Health focus on 16-19s

The Health Education Council is to consolidate its expansion of post-16 provision with a series of projects due to be launched next year.

An integrated health education programme aimed at 16-19s will be published by the council and the National Extension College next summer. Its recently completed materials include background papers for staff on topics such as stress management, sexuality and drugs.

A learning pack for Youth Training Scheme supervisors and tutors should be available in 1988. And resources for

youth workers will be brought out next spring as the result of an HEC-funded project at the National Youth Bureau.

These and a number of other schemes spanning the 4 to 19 age range are listed in the council's annual report, published last week. A manual geared to a five-year cumulative programme of integrated health education and life skills is one major project aimed at staff working with 11-16s.

The *Health Education Council Annual Report* is available free from the Public Affairs Division, HEC, 78 New Oxford Street, London WC1A 1AH.

Governors defy advice from minister

by Frank Pedley

Governors of Kelghley Technical College have refused to comply with a request from Mrs Angela Rumbold, the minister of state for education, to provide a safety course for employees of the Silenight bedding firm which is in dispute with the furniture workers' union.

The Department of Education and Science attempted to persuade the governors that their duty lay in providing the course in spite of protests from the labour movement that the firm should be boycotted because it dismissed its original work force.

In a letter to Mr John Morgan, chairman of the governors, Mrs Rumbold said that "the college exists to provide education and training for the community it serves, and the exercise of that responsibility should not be based on or influenced by political considerations".

But at this month's meeting of the governors it was decided, by 11 votes to 3, with 3 abstentions, to continue the ban.

Mr Cedric Birnis, a governor and Kelghley Labour Party secretary, who is also secretary of the Bradford branch of the National Union of Teachers, said: "If the courts was to come here it would damage the college's reputation with a large section of the community."

Churches favour new law on school worship

by Bert Lodge

The British Council of Churches at its autumn assembly refused to endorse the continuing legal requirement for school worship.

The council, representing all the major Christian denominations except the Roman Catholic Church, referred back a motion supported by the Archbishop of York which implicitly accepted the statutory act of worship but called for flexibility in its timing. The motion also suggested that sections of the school could worship separately.

Dr Owen Cole, head of religious studies at the West Sussex Institute of Higher Education, had earlier urged council members not to support the motion but rather to press for a thorough reappraisal of the 1944 Education Act. This stipulates that the



Some teachers find morning assembly embarrassing.

school day shall begin with an act of collective worship involving all pupils except those withdrawn by their parents.

Dr Cole said outside the conference that he wanted to see worship taken out of school altogether, unless it was a voluntary activity such as a lunchtime prayer meeting.

He told the assembly that school worship was assertive, affirmative and dogmatic and a lot of teachers found it embarrassing.

Dr Robert Haggood, Archbishop of York, disagreed with Dr Cole. "He's assuming an all-or-nothing character of worship which doesn't square with experience. People latch on to religion in all sorts of muddled ways. Things can be learnt from worship in a school context - from readings, tunes, words of hymns." It would be a shame to exclude children from these important experiences.

Mr Colin Alves, secretary of the C of E board of education also spoke in favour of the motion and said it deserved the support of the churches. What was proposed signalled nothing less than a sea-change.

"The symbolic function is at last giving way to a recognition of the educational task which needs to be done," he said. "Full acts of worship are not necessary. One creates experiences in the school which feed worship." Worshipping in sections of the school would be by classes, years or houses. It would not be by divisions between faiths.

IN BRIEF

Job resumed

Mr Robert Rhodes James, MP for Cambridge, has been reappointed as Conservative higher education officer - almost a year after resigning the post in protest at Government cuts in university funding. The move follows the announcement of £95 million extra funding for universities next year after several years of financial trenchment.

Racism fear

Fear of racist attacks in London's East End kept many members of the Bangladeshi community from taking education classes, and from playing a bigger part in their children's schooling, according to Mrs Geni Berman, the Inner London Education Authority's member for Tower Hamlets. She called for more outreach workers to make adult education more accessible.

Sport support

Prince Philip attacked educationists who decried competitiveness in sport when he addressed a meeting at the British Institute of Management last week.

"There may well be undesirable elements in competition if it gets out of hand, but one wonders what life would be like without any challenge or without any opportunity to succeed," he said.

Dr Mary Cleugh

Dr Mary Cleugh, a pioneer in education for children with special needs, has died at Whittington near Oswestry in Shropshire at the age of 72.

Dr Cleugh, who wrote prolifically about slow learners and special needs, was a former reader of the University of London Institute of Education where she was in charge of the country's first one-year diploma course for teachers of children with learning difficulties. She was also closely involved with teacher training work organized by the former National Association for Mental Handicap.

Deputy resigns

Ms Felicity Dowling has resigned as deputy chair of Liverpool education committee. A supporter of the Alliance Tendency, she was recently expelled from the Labour Party.

Ms Dowling, who will remain a councillor, said that she had resigned to prevent the party's national leadership taking disciplinary action against her non-Militant Labour colleagues for supporting her right to remain in the post.

Dismissal ruling

An appeal by 105 school dinner ladies, who lost their jobs when Ealing Borough Council decided to provide the service, has been dismissed by an industrial tribunal.

The London tribunal ruled the council acted reasonably in issuing dismissal notices, faced with severe financial penalties if it failed to reach Government spending targets.

GCSE explained

The Department of Education and Science has issued leaflets in 10 foreign languages to explain the General Certificate of Secondary Education to pupils and parents in Greek, Gujarati, Hindi, Punjabi, Turkish and Urdu.

Technology appeal

Industry's failure to support modern 87 in Britain's universities was a result of "shoot-right" attitudes, the City, Deputy Speaker of the House of Lords said last week.

Investors and institutions wanted to spend money that would not return, Baroness Williams of Rhymney told a dinner at Goldsmiths, London, held to support an appeal by Somerville College, Oxford, for £2 million to pay for research, teaching and research.

Chairman's award

Sir Denis Rooke, British Council chairman, is to receive an honour from the Council for the Academic Awards on December 19th. The honour is to mark his 1986.

DTI paves way to revolution in lessons by disc

by Ian Nash

Experimental teaching scheme using new technology and designed to revolutionize the way pupils learn will be piloted by the Department of Industry in 100 secondary schools next year.

The scheme is based on interactive video which allows pupils to run a database programme with computer on a television screen.

It has already been through successful trials in industry. Dr Eric Bates, head of the DTI industry and education unit, told a conference organized by the National Schools' Science and Technology.

"Within a matter of weeks we shall be the first eight discs produced specially for schools and in the next months these will be tested in some 100 secondary schools," he said.

One of the new teaching scheme is to give the pupils greater freedom in their learning, and the Government hopes to determine how effective it will be as a teacher-training aid.

Dr Bates' unit is also establishing a database for all schools

in England and Wales, similar to The Times Network service and Prestel, which it expects to develop further for use in initial and in-service teacher-training.

Plans for the National Education Resources Information Service were announced earlier this year, but Dr Bates spelled out the plans in greater detail at the BST conference in London last week.

The project officially comes into operation this month when the first of the databases available to all schools and colleges will be supplied by the DTI with modems to receive computerized information by telephone.

The NERIS databases are being housed and developed on the Open University computer at Milton Keynes.

The first to be available to schools will be called *Overview*, which consists of thousands of pages of "industry and curriculum-related" material in physics, chemistry, mathematics and biology.

"The information is now being fed into the computer and test trials are under way," Dr Bates said.

Micro training attacked over narrow approach

Many of the information technology centres set up to give microelectronics training to socially-deprived youngsters have degenerated into glorified general colleges, according to the director of the Government's Microelectronics Support Unit.

Mr Mike Nichol, who is also director of education for the Wirral, said the new centres were in Merseyside where more than half of the training offered by ITECs was in little more than word processing.

He told a British School Technology conference in London last week: "It is no longer clear how the ITECs in this region differ from other Youth Training Schemes which offer training in other skills and, in particular, word processing."

He blamed the unrealistic and conflicting demands put on the YTS not to provide training for all youngsters but to ensure that it was related to occupations. Very large numbers

were being trained for jobs that would not exist in the future. Moreover, these pressures were exacerbating the problems of the North-South divide.

"The pressures of putting young people into training places warps the ideals of the YTS so that training is given in what can be provided, not in what might ideally be provided," he said.

In the Wirral, only one in 20 school-leavers entering the YTS went on to employer-led schemes, and these were generally offered as a substitute for apprenticeships. The remainder were on schemes run by the local authority, voluntary or community organizations.

Mr Nichol said his concern was not voiced with the aim of "ridiculing" the YTS, which, he believed, had sound intentions.

"We have to work hard just to create places for young people, without regard to what employment opportunities might be there in the future," he said.

The Open-minded millions

The Open College, the system of education-based mass vocational training and training due to start next year, may be swamped by a more enthusiastic promoters have tried to envisage.

The college is aiming to enrol a million students within five years, but a survey carried out on its behalf now states that it could attract some 100,000 of those questioned by the subjects they would be interested in taking a college course on.

The subjects most often mentioned were computing, languages, practical skills. Seven out of 10 would spend more than two hours a week studying with the help of books, tutorials and support materials.

Only 40 per cent said they would study for more than four hours and 19 per cent said over eight hours. About a quarter would enrol to receive course material and about the same proportion would be willing to pay for Open College services.

The highest levels of strongly-committed people were in the 16-44 years age groups, who were also particularly keen to see courses leading towards recognized qualifications.

Edited by Mark Jackson

SCHOOL TO WORK

Praise for sex equality lead

by Diane Spencer

Schools are being held up to employers as an example of how to tackle sex discrimination. Mr Bryan Nicholson, the chairman of the Manpower Services Commission, believes that the education service is way ahead of industry and commerce in promoting equal opportunities.

This week, he warned that there is now a danger of the gap increasing significantly as a result of the Technical and Vocational Education Initiative, which gives high priority to combating sex stereotyping in the curriculum.

He told a group of industrialists that, although employers were seeking to comply with the law on sex discrimination, they had yet to open their minds to the subject. "Industry and commerce are nowhere near as enlightened towards the question of equal opportunities and sex stereotyping as schools."

He pointed out that, although he himself regarded it as a moral issue, it made sound business sense to give women a chance to make full use of their talents.

Women were neglected resources, which industry and commerce could use to improve the pool of expertise at its disposal.

The Government was pouring another £900 million over the next 10 years into the TVEI to turn it into a national scheme which would have equal opportunities built into it at all levels.

"So we are talking about a massive onslaught on this problem. My concern is that those efforts are not negated by unhelpful, outdated attitudes among employers," Mr Nicholson said.

But he added that, in other respects, employers could help mould education



Holding the front page: electronic newspaper production

through the TVEI. He urged every employer to think of at least one idea for a school project where young people could develop practical and theoretical knowledge by working on tasks they would find in their working lives.

Mr Nicholson was speaking at a three-day event in Milton Keynes, held with the backing of the MSC, the National Westminster Bank, and the Abbey National Building Society, to encourage teachers, parents, employers, and pupils to take positive steps to combat sex stereotyping.

Groups of girls from schools in the area showed how they tackled activities such as planning motorways and water supplies, producing an electronic newspaper, and constructing robots.

Mr Gordon Vincent, the co-ordinator of Buckinghamshire's TVEI project, which promoted the event, said: "It is not enough to persuade girls to study technology."

"Parents and teachers have to be supportive, the teaching materials and lessons have to be 'girl-friendly' and employers have to welcome girls into occupations not traditionally associated with women."

Halfway up a mountain isn't the ideal place to have to start teaching basic motor maintenance.

With the new Ford Transit Minibus this particular pleasure of the open road is one that you should be spared.

Quite simply, it'll go almost anywhere, do almost anything, and get you back in one piece with very little fuss.

It comes as a 12 or 15 seater. It's based on tried and trusted Transit engineering. It offers petrol or diesel engines. And, once behind the wheel, you'll find that it's almost as easy to drive as a car.

The new Ford Transit Minibus. If only everything that went on a field trip were as well behaved.

IT'LL STOP YOUR NEXT FIELD TRIP TURNING INTO A MOTOR MAINTENANCE CLASS.



THE NEW FORD TRANSIT MINIBUS.



Streetwise, practical skills valued study for more than four hours and 19 per cent said over eight hours. About a quarter would enrol to receive course material and about the same proportion would be willing to pay for Open College services.

The highest levels of strongly-committed people were in the 16-44 years age groups, who were also particularly keen to see courses leading towards recognized qualifications.

The perils of having yuppie parents

UNITED STATES

Infants from middle-class homes are suffering from premature exposure to the 3-Rs. Report by Bill Norris

Stress, depression and burn-out are threatening the American education system – and no, this is not another plea for relief from overworked teachers.

According to a report by two major education organizations, these diseases of modern civilization are now rampant among kindergarten pupils. The problem, says the National Association for the Education of Young Children and the National Association of Elementary School Principals, stems from pressures to start schooling earlier and use a rigorous academic curriculum from the very beginning.

Across the United States, the number of toddlers in the classroom has doubled since 1970. Some 40 per cent of three and four-year-olds and 95 per cent of five-year-olds are now enrolled in kindergarten or pre-kindergarten schools.

This rise is due in part to the increasing number of working mothers and single-parent families, but also to a wave of yuppies looking for early academic prowess in their children.



Early teaching of academic skills is "a misplaced effort to mass-produce little Einsteins", says Samuel Sava.

The notion of teaching children academic skills at very early ages gained popularity in the late 1960s and 1970s with parents exposing young children to classical art and music and drilling them in mathematics and reading.

Mr Samuel Sava, the executive director of the principals' association, calls it "a misplaced effort to mass-produce little Einsteins" – and the great man, he points out, did not even speak until he was four years old.

Research now shows that such methods can be positively harmful. A

study in Nebraska has found that children who began kindergarten early accounted for 75 per cent of those who had to repeat a year's elementary schooling.

In contrast, those who had been kept at home for an extra year all sailed through their formal education without problems.

The early-entrance children tended to be two to three times less attentive in class, were less times less self-disciplined, James Umphill, the professor of education at Wright State University, who conducted the study,

says: "Being bright and being ready for school are not the same things."

Yet according to Ms Priscilla Vail, a New York learning specialist, it is precisely the bright child who suffers the greatest risk. "Very often parents feel they have to push these kids ahead or they will be bored," she says.

"When that happens, the child often accomplishes the work, but the strain shows. Because he is hanging on by the fingernails, he cares so much about doing everything right that he loses the capacity to take a risk. The schoolwork becomes frightening in its demands for perfection."

Many states have now recognized the problem and are urging parents to keep their children at home until they are at least five-and-a-half.

But in some places the trend towards earlier formal tuition is continuing unabated. New York City has a new programme that offers an academic curriculum to four-year-olds in maintained schools, and private kindergartens are making youngsters use workbooks, and even computers.

Ms Vail says: "Our culture is in such a hurry to train children in the mechanics of reading, writing, spelling and arithmetic."

"It deprives them of the territory that formerly was reserved for imagination, experimentation and joyful messing around. And those are the wellspring to true, original work."

Mr David Elkind, the president of the NAEYC, told a Washington DC conference last week: "With increasing numbers of young children being exposed to these inappropriate teaching methods, there is a real danger that large numbers of young children will experience learning problems at an age when, in the past, they were not even in school."

He claims the average child is not ready to read and do arithmetic until the age of six-and-a-half. He says the Denmark, where children are not taught to read until the age of seven, has almost no illiteracy. That is certainly not a claim that can be made for the United States.

College lecturers in sign or resign row

SOUTH AFRICA
Susan Fleming on resistance to a racially-exclusive register

hundreds of lecturers at South African teacher training colleges have signed a register with the newly formed "whites-only" Federal Teachers' Council (TFC).

The TFC – which was launched one month ago – insists that lecturers and lecturers at training colleges must register with the council.

Lecturers who refuse to sign the register may have to resign or be dismissed. And if a large number of lecturers – as appears to be the case – are affected, the situation could become critical at advanced educational institutions.

Lecturers at the Johannesburg College of Education have asked their representative Rod Conner, who is president of the Transvaal Teachers' Association, to object officially to the TFC about signing the register.

Teachers' organizations, country-wide, strongly opposed the creation of the TFC. They have called for a non-racial council where teachers of all race groups are represented.

The National Teachers' Society walked out of the TFC's first meeting in Johannesburg in protest at "controlling apartheid education".

The Transvaal Teachers' Association has also expressed the need for a non-racial organization. "We have always called for this," said Professor Conner. Many of his staff were reluctant to sign the register because they believed it to be "racially biased".

"I can sympathize with the lecturers' indignance at being registered with a racially-biased council," he said.

The South African Teachers' Association in Cape Town said it would cross the all-white TFC at its next annual congress.

The association's president, Mr John Stomer, said SATA had become a full member of the new body "to work towards long-term goals".

Mr Stomer said SATA had undertaken to inform its members of the reasons of membership of the new body in order to allow for informed decisions at the SATA congress in Cape Town next year.

"This is a commitment to one general aim: to ensure that the Government's official opposition party in parliament, the Progressive Federal Party, has slammed the Government for not providing a non-racial register."

According to Mr Roger Burrows, MP for Pinetown, the Government's 1985 constitution had said there would be a single register for all races. But no general law has since been passed. The TFC has gone ahead with a whites-only register in the interim," he said.

When Zambia introduced school boarding fees this year, 3,877 pupils had to drop out of the school system because their parents or guardians could not raise the money.

Second-year pupils have to pay 100 kwacha per term (£33) while primary pupils pay 50 kwacha.

A Zambian secondary school, run by the Zambia Consolidated Copper Mines Ltd, boarding fees were raised from 100 kwacha per term from less than 1,000, the fee charged three years ago. Several pupils who were prepar-

ing for their Zambia School Certificate Examination abandoned their studies when the fees escalated. They were, however, permitted to sit their final examinations, although they had not attended classes in the third term.

In a move to assist needy children, the Ministry of Education and Culture is to introduce bursaries in January. Mr Arnold Simuchimba, Minister of General Education and Culture,

Mary Follain on student anger over proposed university reforms

Class of '86 takes to the streets

FRANCE

Hundreds of thousands of young people have protested publicly in Paris and the provinces over the past two weeks against a Bill which will enable universities to use selective entry procedures and put their name on diplomas.

Nothing in that, it would seem, to warrant the panic that has spread like wildfire, first in the universities and then in the lycées (upper secondary schools), whose pupils prepare for the baccalauréat that traditionally guarantees the right to a university education.

The most sought-after universities have long resorted to clandestine methods of creaming off the brightest candidates, but previous governments have turned a blind eye.

La sélection, as it is simply called, is a time-bomb that has been ticking away for years and the present right-of-centre Government may well regret tinkering with it.

The socialists lamented reviving the century-old "schools' war" between religious and lay education two years ago with their attempts to integrate private schools into the state system. Their ideology brought huge numbers of private school supporters onto the streets all over France in the biggest demonstrations since the student revolt of 1968. The result was a crushing defeat for that government.

Much ink is being spilled over whether the present student unrest is more like 1968 when angry students hurled paving stones at the police, or 1984 when parents defended their right to choose an alternative to state education.

The events of 1968, the newspaper *Le Monde* argues, were a revolt against authority, whereas 1984 and the present protests are in the name of liberty and equality – liberty to choose between private or state schools, and equality in the universities. '86, concludes *Le Monde*, is not simply '68 writ backwards.

And the thousands of young people who walked out of their schools and universities last week to converge on the National Assembly for the start of the debate on the new Bill have little in common with the 1968 generation.

But now this generation is being called "the new wave". No longer apathetic, they seem to have a new moral awareness which, partly by Third-World groups and a popular anti-racism youth movement called *SNR Racisme*, run by a group of committed young people, which sprang up three years ago.

They are still, they insist, apolitical and are vigorously fighting off inevitable attempts by the socialist opposition and M. Jean-Marie Le Pen, the National Front leader, to make political capital out of their demonstrations and strikes.

One fledgling demonstrator told me: "We couldn't care less about political parties. We just want this Bill scrapped."

"It's up to us to decide what we want to study at university and not for them to tell us. And if universities start putting their names on diplomas, we will be worth more than others. Some universities will choose the best pupils and the others will be left with the dregs. Diplomas are useless."

French universities are the hopelessly overcrowded poor relations in a unique higher education system which allows the élitist *grandes écoles* to pick off the brightest pupils, so the vehement reaction to further selection is perhaps not surprising.

But the Education Minister, M. René Monory and his Minister for



Rueful: lycée pupils join the demonstration in the Latin Quarter of Paris

They have in the past been the despair of some "1968 veterans" who criticize them for their political apathy and apparent lack of idealism. Grim employment prospects have concentrated students' minds on their studies, and in schools few pupils need telling: "get your bac first."

But now this generation is being called "the new wave". No longer apathetic, they seem to have a new moral awareness which, partly by Third-World groups and a popular anti-racism youth movement called *SNR Racisme*, run by a group of committed young people, which sprang up three years ago.

They are still, they insist, apolitical and are vigorously fighting off inevitable attempts by the socialist opposition and M. Jean-Marie Le Pen, the National Front leader, to make political

capital out of their demonstrations and strikes.

One fledgling demonstrator told me: "We couldn't care less about political parties. We just want this Bill scrapped."

"It's up to us to decide what we want to study at university and not for them to tell us. And if universities start putting their names on diplomas, we will be worth more than others. Some universities will choose the best pupils and the others will be left with the dregs. Diplomas are useless."

French universities are the hopelessly overcrowded poor relations in a unique higher education system which allows the élitist *grandes écoles* to pick off the brightest pupils, so the vehement reaction to further selection is perhaps not surprising.

But the Education Minister, M. René Monory and his Minister for

They have in the past been the despair of some "1968 veterans" who criticize them for their political apathy and apparent lack of idealism. Grim employment prospects have concentrated students' minds on their studies, and in schools few pupils need telling: "get your bac first."

But now this generation is being called "the new wave". No longer apathetic, they seem to have a new moral awareness which, partly by Third-World groups and a popular anti-racism youth movement called *SNR Racisme*, run by a group of committed young people, which sprang up three years ago.

They are still, they insist, apolitical and are vigorously fighting off inevitable attempts by the socialist opposition and M. Jean-Marie Le Pen, the National Front leader, to make political

capital out of their demonstrations and strikes.

One fledgling demonstrator told me: "We couldn't care less about political parties. We just want this Bill scrapped."

"It's up to us to decide what we want to study at university and not for them to tell us. And if universities start putting their names on diplomas, we will be worth more than others. Some universities will choose the best pupils and the others will be left with the dregs. Diplomas are useless."

French universities are the hopelessly overcrowded poor relations in a unique higher education system which allows the élitist *grandes écoles* to pick off the brightest pupils, so the vehement reaction to further selection is perhaps not surprising.

But the Education Minister, M. René Monory and his Minister for

Forecast of fewer non-white faces in the staffroom

Ethnic minority staff are rapidly becoming an endangered species in United States classrooms. In 1980, according to Education Department statistics, 12.5 per cent of teachers in maintained schools belonged to racial minority groups, but by the year 2000 it is estimated that the figure will have dropped to less than 5 per cent.

This drastic decline comes when the number of minority students in the schools is moving sharply in the opposite direction. In 1980, 27 per cent of students were black, Hispanic or Asian.

By the turn of the century, this proportion will have increased to 33 per cent. Few of them will be taught by teachers of their own race.

The situation is seen by at least one expert as "devastating". G. Prichy Smith, the education professor at the University of North Florida, warns that "the lack of minority teachers means a decrease in minority role models – and indirectly could lead to a lowering of aspirations among minority youth".

In addition, he forecasts that white students will suffer without direct

contact with teachers from cultural groups beyond their own. "The presence of minority teachers contributes to the quality of education for all children in a pluralistic society," he says.

According to the National Education Association, America's largest teachers' union, the reason for the reduced number of minority teachers is not hard to find. High school drop-out rates are far higher for ethnic minorities than for whites – up to 63 per cent in New York City – and fewer minority students are going to college.

In 1976, 35.5 per cent of blacks and 35.8 per cent of Hispanics who finished high school went on to university. Today, after years of cutbacks in financial aid by the Reagan administration, those figures have dropped to less than 27 per cent.

Of those who do make it to college, far fewer minority than white students stay on for a degree, and the numbers who choose to major in education have fallen dramatically. By definition the brightest and best among their peers, they are choosing more lucrative professions.

Kansas Magnet scheme attracts judge's support

Kansas City has won the first round of its legal battle to convert all its high schools and middle schools, and more than half of its elementary schools, into "magnet" institutions.

The US district judge Russell G. Clark last week ordered the change to be made within five years, and for the state of Missouri to bear \$143 million (£95 million) of the \$196 million (£130 million) cost.

The state is planning to appeal against the ruling, urging that only a limited number of schools should be made into Magnets.

This approach was rejected by Judge Clark. "While these plans may achieve a better racial mix in a few schools," he

wrote, "the victims of racial segregation are denied the educational opportunity available only to those students enrolled in the few Magnet schools."

"While the resources requested are substantial," the constitutional violations were also substantial. "The long-term benefit to all students of a greater educational opportunity in an integrated environment is worthy of such an investment."

The Kansas City plan calls for 13 schools to become Magnets by next autumn, with 43 of the district's 71 schools to be converted by 1991. They will offer themes ranging from foreign languages, science and mathematics to the performing arts.

Parking becomes the main driving ambition

Critics of American high schools often complain that they skimp on education. Little things, such as history, geography or foreign languages, are often virtually untaught, and even illiterates graduate. But in one preparation for adult life, few schools can be faulted: they teach the children to drive.

Since the car is an almost inescapable part of life in the United States, this may be understandable. But it has brought a fresh problem in its wake: parking. Many high schools have now run out of parking space – not for the teachers, but for the students.

Aids injunction

Ryan Thomas, the five-year-old Aids victim who was expelled from a California kindergarten because the bit another student, has won his day in court.

A federal judge has granted an injunction ordering the school to take Ryan back because, she said, there was no proof that he posed a health threat to his classmates.

Ryan, who became infected with Aids through a blood transfusion at birth, was supported by the American Civil Liberties Union.

His case was the fourth of its kind in the United States, and each has resulted in the child being readmitted to school.

Though every pupil who lives more than 1½ miles from school is eligible for the school bus service, more than half choose to drive themselves instead. A teenager with wheels has status. The result has been overflowing car parks and neighbouring streets blocked with vehicles.

Stories now abound of children who have to leave home an hour early to find a parking space, of speeding tickets earned by those who are late for classes and of a spate of accidents in the post-school rush hour. The commuters of tomorrow are learning their lessons – some of them, anyway.

The Devil finds an advocate

Satan is in the dock at Little Rock, Arkansas. Along with the Russellville school district and a state education official, the Devil has been named as co-defendant in a lawsuit seeking to bar public-sector schools from observing the rites of Halloween.

"Ranged" against hell's master, as plaintiff is a certain Ralph Forbes, an unsuccessful candidate for the United States Senate, who has filed the suit on behalf of himself, Jesus Christ and children.

Mr Forbes is fleeing, however, that the Devil not only knows all the best times: he is no slouch when it comes to finding a good lawyer. His advocate,

Mr John Wesley Hall, has asked the court to drop Satan from the case. There was no proof, he said, that the Devil transacted business, owned property, or committed any torts in Arkansas.

Furthermore, claimed Mr Hall, the imaginative play, the suit alleged, was a religious exercise. The suit also alleged that Satan could not be litigated in a Federal court under the provisions for religious freedom under the first amendment to the constitution.

The district court judge, Mr George Howard, is still thinking about the case. He has not yet decided whether to drop Satan from the case.

Girls shirk the football tackles



A teenager with wheels has status.

American football is not generally considered to be a game for girls. Still, to bar them from the sport would be gross discrimination. That was what the New York State Board of Regents, which controls education policy, decided last year. It dropped its boys-only policy, and announced that girls could put on their helmets and padding provided they passed a fitness test.

Admittedly, the regents had had their aims twisted. Jacqueline Lantz, a senior high school pupil, had wanted to play football so badly that she took them to court and won.

Ma Lantz, however, has now exercised a woman's privilege and changed her mind. Football, she has decided, is not for her. She has taken up amateur dramatics instead.

Her friend, Nadine Hauptmann, who had celebrated the court victory by joining the junior varsity squad at North Rockland high school, has also given up. Three days of practice convinced her that football was too brutish.

Thus far the net female addition to New York's school football teams is one player, Jennifer Elliot, who has been assigned to a team of boys some four years her junior.

In New Jersey, where a similar anti-discrimination suit succeeded last year, there are two hopefuls. Unfortunately, neither of them has yet been selected for their teams. But in the cause of equal rights they are determined to keep trying. Even if it kills them.

30% of primary pupils forced to repeat a year

BELGIUM

Three out of ten Belgian children who reach their final year of primary education have at some previous stage been judged to be below standard and had to repeat at least one year, according to a Government study due to be published soon.

But that situation is a marked improvement on what happened a quarter-of-a-century ago.

The study found that social class is the most significant factor in determining whether a pupil must stay down – more than 20 per cent of children of unskilled workers had to repeat a year, while those of doctors accounted for only 3 per cent. In between, in descending order, were children of skilled workers, shopkeepers and craftsmen, agricultural workers, artists, white collar workers and teachers. Non-

Belgians were also more likely to have to repeat.

But the position is better than it was in 1960, when a study found that 44 per cent of children had to re-take one or more years at primary school.

The present report concluded that the reason for the drop by a third in the proportion staying down were improvements in teaching methods and general conditions at school; but it also suggested that teachers now might be more lenient and school programmes easier. It also noted that when pupils become 14, they are no longer allowed to remain in primary school.

Jane Marshall

Marx added to trainees' curriculum

ZIMBABWE

Zimbabwean trainee teachers will soon be required to study scientific socialism – the official ideology of the country's ruling African National Union.

The Government's intention to add scientific socialism to the teacher training curriculum was announced by Mr Dzingirai Mutumbuka, Minister of Education, in a television interview. He said that the move would further the Government's goal of transforming the country along Marxist-Leninist lines.

The increased emphasis on political ideology in schools has been expected for some time and follows Government exhortations that the media should also promote socialism.

Zimbabwe was one of 60 signatories to a recent declaration in Pyongyang, North Korea, calling for modern literature to be used to promote "anti-imperialist" consciousness in "the popular masses".

Mr Mutumbuka also said that steadily increasing pupil enrolment figures meant that the teacher training would continue to be a top priority.

Earlier this year Zimbabwe finally jettisoned a six-year-old "education for all" policy for a more restricted system guaranteeing only two years of secondary education. After that pupils who want to continue in an academic stream are screened, with some being directed to technical or remedial courses.

Travel

CENTRE FRANCE '87
THE YOUNG CONNECTION

THE FRENCH CENTRE

- SPECIALISTS OF FRANCE IN LONDON
- EDUCATIONAL TOURS
- LANGUAGE COURSES
- SPORTING HOLIDAYS
- SKIING
- A LA CARTE TRAVEL

RECOGNISED BY THE FRENCH GOVERNMENT

For the brochure call 01-221 8134 or write to THE FRENCH CENTRE, Chepstow Lodge, 61/63 Chepstow Place, London W2 4TR.

Paris Map

For a free poster map of Paris 21" x 17" charmingly illustrated by André Gervais with our brochure on individual inclusive holidays in that beautiful city, please write to:

Time Off Ltd., Chester Close, London SW1X 7BQ.

CONCERT TOURS

24 European Venues, Amsterdam, Munich, Vienna, Paris, Rome, Copenhagen, Berlin, Frankfurt, Zurich, London, etc. For details call 01-681 2825. Ticket Agency, 100, Tottenham Court Road, London W1P 0LP.

ASTA 68102 (1040)

LETTERS

Doubtful deal

Sir - Although there is now a widespread feeling that the teachers' dispute is over, this is far from the truth. The agreement reached between the unions and the employers has come as a profound shock to many of us, and it demonstrates that our unions have completely ignored the wishes of teachers.

I am a head of department in a secondary school and it is obvious to me that there is considerable anger among my colleagues and a strong feeling of betrayal. There is particular concern over the following points:

- The acceptance by the unions of a much more detailed contract which is justified on the grounds that, otherwise, the Government would impose something even worse. Many of us doubt this and, in any case, we would prefer to see the Government "do its own dirty work" than have our unions do it for them. Attempts by the National Union of Teachers to intimidate date members into acceptance by holding up the threat of Government action are disgraceful.
- The addition of an extra hour each day and an extra week each year have been greeted with total disbelief. The unions had no right to negotiate such a change without the support of their members.

● An attack on those teachers of proven worth, who have gained positions of responsibility through the imposition of an "egalitarian settlement" which reduces experience and seeks to remove responsibility from those who have earned it and share it out among all the staff.

● The abandonment of Houghton restoration leaving many experienced, promoted teachers far behind their counterparts in industry in terms of income and status.

● An increase in salary which is totally inadequate, given the relative decline in the incomes of teachers and the inclusion of a new and more demanding contract.

● No mechanism for maintaining pay levels, the absence of which, in the past, has brought us to this sorry state.

● A pay structure which will bring chaos to schools in failing to reward effort and ability.

● Many teachers will lose their hard earned posts of responsibility. It seems likely, therefore, that teachers will vote against this settlement, then the problems will be just beginning. Many teachers in secondary schools will continue to experience low morale with all the consequences that this implies.

J W KING
16 Copse End
Cambridge
Surrey

Letters should be as brief as possible and typed on one side of the page only. The Editor reserves the right to amend or cut letters where necessary.

Courses

**CITY UNIVERSITY
CERTIFICATE AND
DIPLOMA IN PHILOSOPHY
FOR TEACHERS**

A new DES-approved course starting in January 1987; classes one evening a week during term time, and for a few days in vacation. Enquiries to The Philosophy Secretary, City University, Northampton Square, London EC1V 0HB.

DEGREES & GCE

Guided home-study for:
UNIVERSITY OF LONDON
BSc Econ. L.L.B. BA BEd Dip Ed.
UNIVERSITY OF WARWICK MBA
ALSO GCE & professional exams

Free prospectus: The Registrar
Dept. BB6, Wolsey Hall,
Oxford OX2 6PR.
Tel: (0865) 52200 (24 hrs.)

Negotiated contract looks like a 'slaves' charter

Sir - It has become a matter of increasing frustration and concern to me that the emphasis in the teachers' dispute has centred on pay and ignored the even more serious matter of what teachers can be compelled to do by their employers as a result of the contract which has been "negotiated" on our behalf.

Mr Kinsey's letter (TES, November 21) reveals a basic and fundamental misunderstanding of the terms of the contract. Unfortunately, he is not alone in this. He imagines that our contract in some way limits the demands that can be made on staff time.

Mr Kinsey, and perhaps many other ill-informed teachers, might be interested to know that the main impact of this "comprehensive and meaningful contract" (as one quality newspaper has described it) will be to compel ordinary classroom teachers to spend up to one-and-a-half hours extra per day on school premises each and every day of the school year. They will also

be allowed the privilege of losing one week of their holiday in order to be trained further. This is an increase of approximately 20 per cent in the workload of staff. This, perhaps, might not be unreasonable if the pay award (which, of course, it is not) and if teachers' workloads out of school had been reduced by at least a token amount.

However, our "meaningful and comprehensive" contract is quite clear on this point. Teachers can be compelled to spend as much time as any task requires to complete it. This is completely unopposed. It must be unique in deliberately avoiding any limitation on the hours employees can be compelled to work.

Now that the details of the new contract are appearing in the schools, the reaction of many of my colleagues has been one of incredulity followed by anger.

Your correspondents, and certain union leaders, may believe that all is cut and dried, but the opportunity still exists for the classroom teacher to disabuse them by resoundingly rejecting this insulting contract when we are balloted.

It has been suggested that the only conceivable reason for certain unions accepting this "slaves' charter" is that it is preferable to the Baker offer. In fact, both offers are unacceptable and both should be rejected. There is a third course of action, which is to continue and greatly increase the industrial action which has brought even this Government to the point of doubting the money it is prepared to spend on teachers' pay.

Many teachers have given up too much in the last two bitter years to accept this craven capitulation.
F J O'DONOVAN
16 Chavendish Rise
Droghda
Shelfield 18

Shake up

Sir - You say (TES editorial, November 14) that "many young teachers... seem to be shaky on basic English". What would one say of a young doctor who was shaky on how to use a stethoscope or a young bus driver who was shaky on the rules of the road? And what would one say of those who passed them out as fit for their job?

I have nothing against fools, but have them as teachers and trained teachers is just plain daft.

JACK SIDEBOTTOM
17 Shaw Lane
Headingley
Leeds 6

Maths error

Sir - You were kind enough to publish a news item by Ian Nash about my research on fractions in (TES, November 21).

There is one minor but important error - the project is referred to as the "Secondary Mathematics Project" whereas it was the Strategies and Errors in Secondary Mathematics project.

Unfortunately, there is also a School Mathematics Project with which your item could be confused. I wonder if you would be kind enough to insert the following statement:

"The research referred to in the item 'Research finds poor grasp of fractions' was carried out by myself, and formed part of the Strategies and Errors in Secondary Mathematics project, based at Chelsea College. It is available from NFER-Nelson at £10.95."

DAPHNE KERSLAKE
Bristol Polytechnic
Redland Hill
Bristol 6



On the scent of pungent pens

Smelling trouble

Sir - The article on the solvent abuse debate at the National Association for Primary Education conference (TES, November 14) jogged into mind an episode earlier that day in a class of eight-year-olds.

Writing some captions with felt-tip pens, the children spent far more time passing them around, sniffing their very strong - and not unattractive - smell, than writing with them. I have noticed - no doubt like many other teachers - the same phenomenon with spirit duplicating paper, aerosol sprays and other craft materials in schools.

I am in no way suggesting that a passing sniff at any of these substances is especially harmful or habit-forming, but I am equally certain it is not beyond the technical know-how of manufacturers to eliminate their smelliness. It might help to discourage children from the prevalent notion that sniffing chemicals is somehow daring and a bit of a giggle.

F W CARRUTHERS
18 Mason Avenue
Whitley Bay
Tyne and Wear

Homosexual image

Sir - You have performed a useful service in drawing attention to the diversity of opinions regarding various aspects of sex education expressed in response to the TES/MOR poll (TES, November 7). However, I wonder if it is not whoever drafted the question on how homosexuality should be presented in schools that was confused, rather than some of the respondents.

To ask whether or not it "should be presented as an acceptable way of living" is to beg several fundamental questions, and so few valid conclusions can be drawn from the teachers' replies.

This can be seen by examining possible analogies for homosexuality: "left-handedness", as suggested in your editorial, is obviously inappropriate.

It is not proscribed by the Churches that follow the traditional Judeo-Christian teaching, and people are not liable to commit a serious criminal offence if they do not comply with tightly-defined conditions. Nor is homosexuality analogous to particular types of employment; money-lending may be considered similar on the above-mentioned grounds, but few, if any, teachers would have any hesitation in presenting it as an acceptable way of living, because of course there is no social stigma associated with it.

And so it can be seen that it would have been more meaningful to have asked teachers whether they consider their task in presenting controversial topics is to transmit and reinforce the prejudices of the local community or to encourage pupils to apply rational

arguments in evaluating them. In rational society, the social acceptability of homosexuality would depend on the results of such an analysis, but this has not yet occurred in the UK, where the discrimination embodied in the law at present would inevitably introduce bias, in any case. Meanwhile, it would be foolhardy to deny the existence of a stigma, and helpful to point out that the only practical choice open to homosexuals is that between recognizing their own sexual orientation (and doing as much as possible to ensure that other people accept it) and living a falsehood by repudiating it.

A F REEKIE
Boite 47
Ave de la Ferme Rose 8b
B-1180 BRUXELLES
Belgium

I find it inconceivable that Miss Farrer should have failed to find all four entries in the index. The reviewer may very well have stumbled on a couple of molehills, but why the venom?

Equally disturbing was Miss Farrer's treatment of the 4,817 definitions and the thousands of examples and explanatory notes, all of which she ignored. Indeed, she could have written the review by glancing through the head-words of the index without reading a word of the body of the dictionary. I notice that the definition of "make a dead set at" can't help feeling that she would have been more at home with a dictionary of English slang, newly minted, 1986.

DAVID G HINDS-HOWELL
Hillcrest School of English
40 Champion Hill
London SE5

Two-minute limit

Sir - Surely Professor Howson's athletic illustration (TES, November 21) raises the point of both AS levels and abilities.

For a start, many people "incapable of a four-minute mile" might well manage "half-a-mile in two minutes" - it is the length of both syllabus and examination questions that defeats so many A level candidates.

A more serious error, though, lies in completely overlooking the people who only have "two minutes". Many able arts (and some science) candidates who have an interest and ability in mathematics would both enjoy and benefit from the chance to extend their mathematical knowledge.

GB ATTWOOD
Rus 3
Our Head
Ryton
Blythshire

Distance lesson

Sir - Professor Howson ("New doubts over AS levels", TES, November 21) may know a great deal about athletics, but, I suspect, very little about AS levels.

In 1986, fewer than 40 British athletes have run a mile in under four minutes, or achieved the equivalent of half-a-mile in under two minutes (that is, 800 metres in one minute 59 seconds). It is achieved even by several hundred British athletes, some of them as young as 14 years. I feel fairly certain that this view of the impression which Professor Howson's analogy was intended to convey.

SEAN O'REILLY in his Talkback article, "The Last Straw?" (October 31) argued cogently for a limited number of "broadly and thematically-based" AS level courses, under titles such as "science in society", "design and technology", "industrial studies", and "general studies". Many teachers in schools and colleges viewed Sir Keith Joseph's original AS level proposals with some scepticism; but the examination boards are submitting radically new syllabuses to the Secondary Examinations Council - not mere A levels cut in half - and the SEC is approving them.

What would truly be the last straw would be for university admissions tutors to refuse to recognize AS levels, and to insist on three A levels for entry (TES, November 21).

O'Reilly spoke truly when he said:

"PUT HIM DOWN AS A POINT KNOW!"

Sir - I write as the clerk to the governors of a school with a Christian foundation and which has a high percentage of its staff committed to the Christian faith and as a convinced Christian myself.

I wish to comment on Martin Loney's article, "Friends of the family" (TES, October 31) and question one of the pre-suppositions which Mr Loney appears to hold and tacitly assumes.

He observes that the lack of sex education in schools in America accounts for more than twice the teenage birth-rate there than in Britain. Mr Loney deduces from this that sex education in schools is the panacea for that sex education will deal with the underlying problem, particularly if it appears to suggest that sex education consists of advice on contraception. Is he not concerned that large children should even consider using sexual intercourse?

Mr Loney states that the Conservative Party's solution to the present malaise is the "reconstruction of the middle-class Victorian family". Does it not occur to him that there are such 20th-century Eliot families, concerned to maintain principles of conduct and behaviour that will prove satisfying and produce contentment?

What is his answer to the question - "Does he or does he not feel that the present era of the welcome expansion of opportunity for education has given the answer? Has it?"

Is he a further himself? If so, what does he have regarding the "reconstruction of the middle-class Victorian family"? Does it not occur to him that there are such 20th-century Eliot families, concerned to maintain principles of conduct and behaviour that will prove satisfying and produce contentment?

He then goes on to suggest that the present Government is responsible for the "30 per cent increase in recorded crime". Does he really believe that? If so, I do not have any confidence in the faculty of social sciences of the Open University. Has Mr Loney ever been drumming a torrent at its point of exit?

PAUL HENDRY
Oxley to the governors
Oxley School
Oxley Park Lane
Oxley, Essex

Sir - James Meikle (TES, November 21) must have misheard my quote. I said: "Why should we crucify ourselves on the local authority cross in order to prevent Baker from impaling us on his?"

That is surely self-explanatory, and not confusing.

NOEL DE GRUCHY
Deputy General Secretary
National Association of
Schoolmasters/Union of Women
Teachers
22 Upper Brook Street
London W1

Courses that offer breadth, not just half an A level

Sir - In your editorial of October 17 you gave a warm welcome to the interest being shown by the Committee of Vice-Chancellors and Principals (CVCP) in a widening of the "two and three-A level route" to higher education. You pointed out that changes brought about by the GCSE, and TVEI-led modular curriculum "make a review of A levels essential". AS levels are a part of this review.

Sean O'Reilly in his Talkback article, "The Last Straw?" (October 31) argued cogently for a limited number of "broadly and thematically-based" AS level courses, under titles such as "science in society", "design and technology", "industrial studies", and "general studies". Many teachers in schools and colleges viewed Sir Keith Joseph's original AS level proposals with some scepticism; but the examination boards are submitting radically new syllabuses to the Secondary Examinations Council - not mere A levels cut in half - and the SEC is approving them.

What would truly be the last straw would be for university admissions tutors to refuse to recognize AS levels, and to insist on three A levels for entry (TES, November 21).

O'Reilly spoke truly when he said:

"PUT HIM DOWN AS A POINT KNOW!"

Sir - I write as the clerk to the governors of a school with a Christian foundation and which has a high percentage of its staff committed to the Christian faith and as a convinced Christian myself.

I wish to comment on Martin Loney's article, "Friends of the family" (TES, October 31) and question one of the pre-suppositions which Mr Loney appears to hold and tacitly assumes.

He observes that the lack of sex education in schools in America accounts for more than twice the teenage birth-rate there than in Britain. Mr Loney deduces from this that sex education in schools is the panacea for that sex education will deal with the underlying problem, particularly if it appears to suggest that sex education consists of advice on contraception. Is he not concerned that large children should even consider using sexual intercourse?

Mr Loney states that the Conservative Party's solution to the present malaise is the "reconstruction of the middle-class Victorian family". Does it not occur to him that there are such 20th-century Eliot families, concerned to maintain principles of conduct and behaviour that will prove satisfying and produce contentment?

What is his answer to the question - "Does he or does he not feel that the present era of the welcome expansion of opportunity for education has given the answer? Has it?"

Is he a further himself? If so, what does he have regarding the "reconstruction of the middle-class Victorian family"? Does it not occur to him that there are such 20th-century Eliot families, concerned to maintain principles of conduct and behaviour that will prove satisfying and produce contentment?

He then goes on to suggest that the present Government is responsible for the "30 per cent increase in recorded crime". Does he really believe that? If so, I do not have any confidence in the faculty of social sciences of the Open University. Has Mr Loney ever been drumming a torrent at its point of exit?

PAUL HENDRY
Oxley to the governors
Oxley School
Oxley Park Lane
Oxley, Essex

Sir - James Meikle (TES, November 21) must have misheard my quote. I said: "Why should we crucify ourselves on the local authority cross in order to prevent Baker from impaling us on his?"

That is surely self-explanatory, and not confusing.

NOEL DE GRUCHY
Deputy General Secretary
National Association of
Schoolmasters/Union of Women
Teachers
22 Upper Brook Street
London W1

LETTERS



Range in Spain

Sir - I read the article on "Spanish in Focus", (October 31) with great interest. I think Vivienne Hamilton of St Thomas More School is probably right that "more schools would teach Spanish if they could get a hold of materials".

Sadly, availability of good materials and ability to buy them may not always be quite the same thing at the moment; but I do have the impression that by next year, teachers of GCSE Spanish classes are going to have a fairly good range of recent materials to choose from.

However, could I hasten to correct the impression given in the article that "only one publisher, Macmillan, has plans for a beginners' course"? The graded objectives materials planned at Trinity and All Saints College, Leeds (referred to later in the same article) will indeed form an *ab initio* course, and a very suitable foundation for GCSE studies.

Stanley Thornes will be publishing the first level materials in 1987, under the title *Prémio*. The general approach will be very similar to that of the successful *Einfach Toll* materials already available for German (and to the *Escolier* French materials appearing from this year).

RICHARD SLESSOR
Modern Languages Publisher
Stanley Thornes (Publishers) Ltd
Old Station Drive
Leckhampton
Cheltenham
Gloucestershire

Italian team

Sir - Good news for Philippa Davidson (TES, October 31) and other teachers of Spanish! There is a team of five Spanish course for the GCSE. Book 1 is now completed and will be published next year by Thomas Nelson, which has provided a generous grant to make this work possible. Books 2 and 3 will follow soon after.

The course aims to encourage more pupils to learn Spanish successfully and enjoyably in the context of graded objectives and the GCSE, either as a first or second foreign language.

We have next year to set up a team to produce similar materials for Italian. Any teachers of Italian who are interested in joining the team for a year, on secondment, should contact me.

MICHAEL BUCKBY
Director
Language Teaching Centre
University of York

Courses

FIRST IN THE FIELD

The West London Institute of Higher Education is the oldest teacher training institution in England and Wales. Starting in 1798, it is still going strong. Applications are invited NOW for September 1987.

BEd. (Hons) Primary	Nursery
	Lower Age Range
	Upper Age Range
BEd. (HONS) Secondary	Physical Education
PGCE Primary	
PGCE Secondary	Religious Education or Physical Education

Also available: BA/BSc. Joint Hons, HND Computer Studies, BI-Lingual Secretaries Courses.

Call us on 01-891 0121 (24 hours) or write to
Senior Admissions Officer (TES 11/86)
West London Institute of Higher Education,
300 St. Margaret's Road,
TWICKENHAM, Middx. TW1 1PT.

West London Institute

PREPARATION FOR MIDDLE MANAGEMENT

This course is designed for teachers seeking middle management posts in secondary schools. Through simulations, activities and talks the course will explore issues related to management and professional development. The course tutors are heads and experienced deputies.

21-24 APRIL 1987
DERBYSHIRE COLLEGE OF HIGHER EDUCATION
EATLOCK
Early application is advised as places are limited
Send for details and booking form

COURSES FOR TEACHERS 1987 Tel: 0822 753399 (ansaphone)

CRAC Courses & Conferences early 1987

Planning for Profiling 8-8 January, Cambridge
Admissions to Higher Education 30 March - 1 April, York
One-day CAREERS EDUCATION courses in London • Interviewing Relationships and Skills, 12 March • Uses and Abuses of Profiling, 19 March • Introduction to Careers Guidance, 25 March • Integrating Guidance with School and Community, 7 April
For further details please contact the CRAC Conference Office: CRAC, Bateman Street, Cambridge, CB2 1LZ Tel: (0223) 354551

FEATURES

Alasdair Donaldson.

So keen are the groups to avoid having to raise the entry fee to an uncompetitive sum that in at least one case the travel rate payable to teachers

Thus final assessment alone, irrespective of trial marking during the course, requires the English department to be out of action for two or

Dr Alasdair Donaldson is head of English at a Berkshire comprehensive.

Ray Dawson

The subtle intonation applied to these words clearly conveyed that the

mental sigh of relief that seemed to be shared with everyone else in the room, I handed the class back to the bemused teacher. She thanked me, and then

by Nikki Foster

...ally know about people," he informs us
...tively. "How the hell people think they
...each properly if they go from school to
...sity to teacher-training college and straight

Illustration: Chris Price

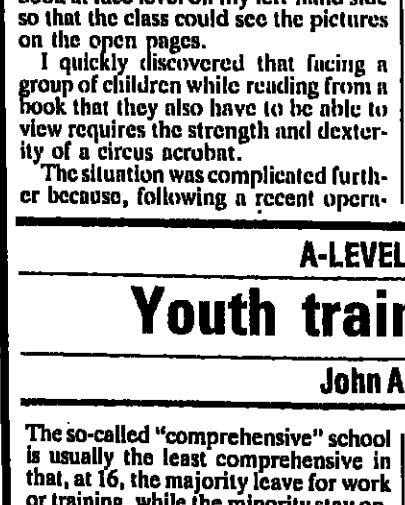
II. 1. 6. 41

High Court

took him to the gymnasium. There we looked at the place where badminton rackets were stored

forms contact: 0524 761710

Jeremy Rowe



John Anderson

...women in all courses; it may well be

West Yorkshire.

...because members of one of the four

Don Proud describes a day in the life of a modern head

some questions about his primary

1990

1

John Anderson is head teacher at Beckfoot Grammar School, Bingley, West Yorkshire.

meals, and made out in the name of our school. I tried to put the young boy at ease by asking him some questions about his primary school and

Dr. Proud is head of Edge End High School, Nelson, Lancashire.

FEATURES



WEDGING

Barry is in the fourth year at his comprehensive school, and though he hasn't been seen as a "problem" to staff, the school is aware of a particularly unhappy family background. One day, Barry's step-father telephoned the school and spoke to the year-head. He said he had discovered Barry had no underpants left. Barry had told him one particular boy and some associates had been taking them and throwing them away.

The step-father wanted to know the address of the boy's parents in order to sort out the situation. The year-head contacted the other parents and they agreed to see Barry's step-father. They eventually met and some form of civilized discussion and apologies took place.

Meanwhile, the day after the phone call, Barry came to school as usual, but refused to do PE. The year-head spoke to him about it, and found out further details of the situation (lending him a pair of pants so he could join in the lesson). Barry had been a victim of "wedging", one of the standard forms of horseplay among the older boys at his school. Two or more lads grab another and by means of one pulling at the front and the other at the back, the victim's underpants are pulled up with such force they're literally torn off - and they're then thrown away.

It turned out there had been something of a craze for this over recent weeks at lunchtime and immediately after school, but victims and perpetrators hadn't always been the same people. The humiliation and triumph, such as it was, seemed equally shared. Then, Barry started getting picked on more often and more "successfully" than most. Perhaps because he's on the small side and lacking in self-confidence, it became easier for Keith, another fourth-year, to single him out.

Keith is tall and wide for his age, and materially a lot better off than Barry. With the help of some friends, he had managed to "wedge" Barry several times in one week. According to the year head, the most shameful thing for Barry was having to admit to having no underpants and needing to borrow school ones - though this admission led to the bullying stopping once and for all. Keith - not an especially "bad lad" - was dealt with by his parents. The year-head had a discussion with him too, and satisfied himself that he was suitably contrite.

Bullies, victims and the silent majority

A year ago I became involved in a case of bullying which, although not too severe as these cases go, was harrowing for the victim. A year later, this bright 14-year-old lad still occasionally screams out in his sleep and continues to display many anxiety symptoms. This case led to the organization of a one-day symposium where I found that my concerns were shared by many teachers and psychologists, as well as by invited speakers from other disciplines.

While next to no relevant research has been done on bullying, we all know that it is widespread. If we, as adults, were bullied we could turn to the law, our union, or the police and expect support. Yet few schools have well thought out policies and prepared plans of action to support victims. Surely schools must offer a sense of emotional and psychological security to our young in addition to physical safety.

Perhaps the sad lack of research reflects the fact that adults see little bullying face on. Teachers only hear reports. Parents are often the last to know. No one tells tales; the victim, bully and witnesses remain silent. It is a covert problem, buried in the sub-culture of a school.

The victims may be unwilling to seek help because our track record in dealing with bullying is not good. Punish the bully, who the victim may have named against his better judgement; and too often the problem goes underground. We cannot be sure that we haven't made matters worse. The victim is left with his shame and degradation at not being able to cope and, in addition, social ostracism - or worse - for telling tales.

The sparse research that exists indicates that some children are picked out for being vulnerable from an early age. It would seem to be a myth that they can toughen up and learn to cope alone. Rather, the problem goes on from year to year. The victims are often chosen because of their isolation and vulnerability, and because they are easy targets: others in the peer group are unlikely to come to their aid. Children frequently confuse dominance with leadership and at a younger age this is often the case. The victim is often the only child who is not picked out for being vulnerable.



Valerie Besag argues that schools must take more responsibility for protecting vulnerable children. Case studies by Heather Welford.

well-aimed taunts may well be a more attractive companion than the shy, withdrawn or poorly-coordinated child.

We have no well replicated research to help us draw up clear profiles of victim and bully to indicate which children are most at risk. It is important to avoid stereotypes: the same child may be the victim in one setting, and the bully in another. It is not necessarily a case of the large unintelligent yob picking on the frail school swot. We assume that children from ethnic minorities must be in the direct firing line and also those at the extreme end of any spectrum, such as physical size and intellect, or even children outside any norm whatever whether it is wearing glasses or living outside the catchment area.

In my own work three categories seem to cover most victims: immature children, poorly coordinated boys, and a large group of children who are referred for a specific problem, such as school refusal, where the bullying is a hidden factor.

Most physically and psychologically robust children are able to shrug off the odd, low-key incident of bullying and some adults would even suggest that it is a character-building experience. My concern is for those children who cannot cope and may be difficult to help, partly because they do not seem to try to help themselves.

It is no use telling a girl who lacks the confidence to make friends that she should only befriend those who will not pick on her. It is not only the victim who is at risk. The bully is also at risk. The bully is often the only child who is not picked out for being vulnerable.

spotlight her friendless state. Children with a low self-image are often truculent, tetchy and rejecting, yet they are the ones who need our help most. Poorly coordinated boys seem to have special problems. Little has been written about their social and emotional problems: the social ostracism and isolation they suffer as they yet again drop a certain catch or struggle in last from the torture of a cross country run. As they get pushed further to the sidelines, their isolation becomes a habit.

Schools can unthinkingly highlight such failure. Nowadays more enlightened schools offer a wide range of optional activities. Is it too radical to suggest that taking a pensioner's dog for a walk provides both healthy exercise and a helping hand. Some robust survivors overcome almost any handicap, but not all children are born with, or get, an equal chance.

The first thing we need to do is to change our attitudes. As adults we must take the responsibility for the problem and not blame it on some deficit in the child. In the last decade, it seems that women's attitudes to men have been radically changed. Some polls in magazines suggest that the macho man of the 1970s is now the dodo of the 1980s. Top of the pops for women are those who are seen to act as cooperative partners. Can we extend this growing tolerance to children, so that both mind and muscle are respected? I believe that our children in school today are starting youngsters who can be motivated to help



THE TOUCH

Khandi is seven, and her parents are from Bangladesh. Khandi herself was born here, although she entered school speaking only her mother tongue and her parents speak very little English. Her home is in an area where there are few Asian families and she is the only Bangladeshi in her school. She appeared to have settled in reasonably well, and her class teacher felt she was making good progress.

Eventually, though, it became clear there was a problem. Khandi became extremely reluctant to go to school, and her behaviour at home made her parents sure there was something wrong. At night, Khandi regularly cried herself to sleep. Her mother couldn't find out what was wrong - only that Khandi didn't like school for some reason. Eventually, a neighbour managed to get to the bottom of her distress. The children in Khandi's class had been "passing on her touch". This meant that every time a child was accidentally touched by Khandi, that child would immediately touch someone else, who would then find someone else to touch in turn... and so on.

It isn't clear whether Khandi interpreted this as particularly nasty, though childish, form of joke. All she knew was that the children didn't like her, that something unpleasant was happening and she was the cause of it. The neighbour took Khandi to school and spoke to Khandi's teacher. The teacher was very concerned that this had been happening for some months without her knowledge. She embarked on a project with the class which involved learning about Bangladesh and its people. They had an afternoon where they ate Bangladeshi food, and Bangladeshi visitors came to the school to talk to the children and to show them examples of traditional dances. Within a short time, the persecution stopped and Khandi became a lot happier.

MARTIAN

John is 14, and rather small for his age. He has a problem with his co-ordination which gives him an ungainly-looking walk, and some noticeable mannerisms. When he was in the first year, he acquired the nickname "Martian", and over the next two years his school-life became a total misery. No one single form of bullying was alarming in itself, but the cumulative effect was devastating.

He was deliberately jostled whenever he was standing in line, and his classmates surreptitiously poked and kicked him whenever they had a chance. They snatched his books, scribbled in them, or deliberately destroyed them. His schoolbag and other possessions regularly went missing. He had threatening notes passed to him.

John's parents guessed that something was wrong, although John never admitted to them how bad things were. Eventually, matters came to a head in the third year. John started truanting, and the school contacted the parents. He had been underachieving for some time.

That same week, one of John's classmates had decided she couldn't stand by any longer. She told her parents what was happening, and they reported what she said to the school. It turned out that many "neutral" children had been upset by the way John was treated, but the taboo on telling tales had proved too strong.

None of John's teachers had suspected bullying, though a few of them had noticed his flashes of temper when he had been driven to the limits. In the end, the staff took a very firm stand. The ring-leaders of the bullying were identified and disciplined, and teachers became more vigilant about the way John was treated. However, it took some weeks before John felt enough confidence in the staff to attend school regularly once more.



them may help.

In addition to preventive work, there are many protective strategies we can bring into play to support those victims who, inevitably, will slip through the net. Good fast communication, planned in advance, between all those who teach the child must be a priority. The year tutor cannot effectively deal with the situation in a casual, ad hoc fashion. This is where many schools fail, they have a policy in theory but in practice children still suffer.

Members of staff can support each other in more direct ways. It can be useful to ask a colleague in as an observer, who may spot covert behaviour that is difficult to detect while teaching the whole class. Each school must design its own strategies, and implement them dynamically. Nothing radical or innovative is required: it is simply a matter of tightening nuts and bolts securely. Parents should also be able to help in various ways, if we bring them in as partners.

The parents of the victim need special support. They often seem over-protective, but what studies there are suggest that vulnerable children are picked out and picked on from an early age. Can we blame parents for their concern? The crucial thing is that we face up to our responsibility to deal with bullies and protect their victims. We must alter attitudes in ourselves, in individual children, in the school and in the community. It will be long-term and difficult work, but attitudes have altered radically in recent years. We must then sort the sheep from the goats, the youngsters flexing their muscles and trying our patience from those in genuine need. We need to formulate strong school policies for preventive and protective work. What must be remembered above all is that the year tutor or head teacher cannot cope alone: the pastoral symphony requires a full orchestra, with everyone playing in tune.

Valerie Besag is an educational psychologist.



FEATURES



THE CLOAKROOM

Since his family's recent move, Simon has lived outside his school's catchment area. He had always been something of a loner, but when he moved up to the middle school he managed to make a few new friends, though after-school contacts were difficult because of the distances involved. He has a naturally cheerful, friendly disposition, however, and his teachers found him likeable and bright.

During his second term, his parents became very worried. Simon was getting more and more frightened about going to school. His mother was almost literally dragging him there each morning - yet the boy wouldn't say what the problem was. When his parents told the year head what was happening, they were told there was nothing wrong, although Simon's work had seemed to be deteriorating over the previous weeks.

One morning towards the end of that term, Simon became hysterical. His parents couldn't begin to calm him down, let alone get him out the front door. That day he remained at home and his story came tumbling out. Because of the way some subjects were set, Simon had become separated from his friends during the lesson before break each day.

To go outside he needed to fetch his coat, but two boys started to lie in wait for him in the cloakroom. Simon had a choice: to risk being jostled and teased in the cloakroom, and then being locked in there, or to go out - often in the snow and ice - without a coat.

Once the school was alerted to the situation, the staff responded immediately. It was recognized that this particular cloakroom had been allowed to go virtually unsupervised at break times, and this was remedied straight away. Two older boys were detailed to shadow Simon as non-obvious "ninders", and to report any new problems - and the bullying ceased.

Putting a price on time

Jim Smith on the problems of school-based in-service

School-focused in-service training is an attractive concept. It ends, without tears, the procession of individuals who depart from our staff room to "who knows where?" to consider "who knows what?" for the purpose of - "well who really cares?"

I remember all too well the discreet lack of interest that can greet one's return. We are told that training is now to become a vital, central element in the professional life and development of our schools and that the schools themselves should have a far greater say in the training that takes place. Not a top-down, but rather a bottom-up approach. Identifying the need and then responding to it. There can be few teachers who would not welcome this perhaps long overdue change of emphasis.

Certainly, when the proposition was placed before my own staff, they had little difficulty in identifying their individual training needs. I'm sure that these needs would not be different from those of many other schools at the moment and I suspect they can only be met effectively within our school-based training programme. But it is the actual means that I find much more difficult to grasp and, therefore, frustrating.

I know what the staff need - they need time: time to think; time to prepare new materials and to consider new approaches; time to talk in teams within the school, to share ideas, to discuss problems; time to visit other institutions, to meet with colleagues, to sit at the feet of experts. A simple solution would be to "buy-in" that time: time in the form of supply staff - those unsung heroes or martyrs of the education scene. This, of course, I do already. I observe that in June, 15 per cent of teaching done in this school was by supply staff. Much was because of illness, although a fair proportion was to permit in-service training.

If we are to embark upon an in-house training programme to provide a fair proportion of our staff with the time they need for training, that proportion of supply cover within the school will increase dramatically. Even if the financial backing were available, can I afford to tackle the problem this way? Can I afford to have the day-to-day teaching programme disrupted to an even greater extent? It certainly would be a high price to pay, in educational rather than economic terms.

If I were a manager of ICI, I might not be beset with this problem. The workload could more easily be off-loaded or, at worst, left on the desk of the incumbent, awaiting his return. School pupils are less adaptable, much more impatient, resistant to change. Their present needs must be met now, and cannot be sacrificed on the altar of an improved service in the future.

In one bright moment of inspiration, I did feel that I had the answer. Based on the calculation that it costs £50 to provide one day of supply cover, I discreetly enquired of a few staff how they would respond to an offer of £50 to give up one day of their own time for training purposes. My straw poll was greeted with unanimous enthusiasm.

The same question addressed to those with a heavier mantle to bear within our authority brought an entirely different reaction. Not for the first time, they were forced to point in despair to my "political naivety" - for which I must apologise.

But, I still think there was something in the idea. Suitably squashed, what can I do? Must I continue to use that "twilight time" at the end of a heavy day's teaching, the period of low productivity and short tempers that teachers have for years committed to the achievement of school-based, in-service training. Must I now seek to increase that commitment? Which is the straw that actually breaks the camel's back?

Perhaps if I attend to their creature comforts at this time I will be able to convince them that their efforts are truly recognized and appreciated, that the school and the headmaster really does believe in in-service education, that he is not just seeking to have his cake and eat it. Perhaps.

Jim Smith is Head of the Allersnash School, Northallerton.

Difficult truths

by David Haggie

Apartheid: A history. By Brian Lapping. Grafton £12.95. 0246 130644.
Jonas Savimbi: A Key to Africa. By Fred Bridgland. Mainstream Publishing £14.95. 0906391997.

History, the saying goes, is "philosophy with examples", and in Southern Africa the variety of answers to relatively simple questions tends to bear the point out: What is the ANC - an organization of "communist terrorists", or "freedom fighters led by the most statesman-like individual in South Africa"? Where history so much depends on your point of view, to write the history of Apartheid, or a biography of a key figure in the Angolan civil War, is undoubtedly a difficult undertaking.

The first of these books, Brian Lapping's *Apartheid*, is a narrative history of the South African racial divide. It begins with the arrival in the Cape of van Riebeeck, a Dutchman who had come to establish a supply depot for vessels en route for the East, and takes the story of developing "white power" right up to the present day. Lapping writes well and (in common with other "journalist historians") is skilled at employing quotes and incidental detail to bring his material to life. The rapprochement between Smuts and Herzog, for example, is encapsulated in a story of the two ex-rivals digging back to their agricultural past, and "chatting about the comparative nutritive qualities of various grasses". I was impressed too at the way, in what was really an ambitiously short book, he does not lose sight of important social and economic trends amid the political developments. The background to the Soweto riots, for instance, is deftly drawn with statistics that demonstrate the relative rise in standard of living among blacks in the 1970s, and comments on the special status of the crowded, largely employed township. He is at his best, however, when he turns to conventional politics, and there are vivid sketches of the changing personalities and problems of the post 1948 Afrikaner government.

This accessible and energetic narrative, however, takes a few risks with the conventional wisdom. Lapping only engages in debate when attacking palpably propagandist positions adopted by the South African government, and otherwise seems unwilling to probe. Furthermore, although the book was undoubtedly inspired by the present crisis, Lapping is a little



Jonas Savimbi
Wilde beasts at Kruger National Park

uncritical of the hindsight that such knowledge allows. Nothing in history is inevitable. Ohandi was not a "genius from India" when he arrived in South Africa. That is a retrospective judgement. Early black dissidents were not "on the road", Apartheid was not a "strange disease", an "experiment" that (note the past tense) "was near its end". Lapping's narrative is good, but its journey is sometimes disturbingly straight.

In contrast, Bridgland's monumental biography of Jonas Savimbi is both controversial, exhaustively researched and full of new material. Savimbi leads UNITA, a guerrilla group fighting the Cuban-backed MPLA government. When Angola received independence from Portugal (November 1975), three armed liberation groups engaged in a power struggle. Each was backed with foreign military aid - from Cuba and Russia to the MPLA, from Zaire and America to the FNLA, and from South Africa to UNITA. Orthodox accounts see Savimbi as a tribally-based power-seeker who called in South Africa

and so precipitated decisive Cuban involvement. Bridgland's version is radically different: Savimbi alone and from the beginning sought a non-tribal, democratic government, and only enlisted South African support in the face of massive Cuban involvement. Savimbi is an idealistic figure compromised by events, whose heroes are moderates like Kenyatta and Mboya. In this analysis, victory for UNITA and the expulsion of Cuban forces would "liberate" Angola, ease South African paranoia about Marxism, and facilitate their withdrawal from Namibia. Bridgland castigates the failure of the West to support "one of the two most potent forces for democracy in the region". (The other is Nelson Mandela.)

Of course it all hangs on the credibility of his Version of the events of 1975 - were the Cubans there first? - and on his re-assessment of Savimbi. Is he right? In Angola, Bridgland would be the first to admit, it is hard to verify even factual stories, but his detailed and well referenced study shows a talent for working within the sources

available, and a real perceptiveness as an analyst of African affairs.

If he is right, why has Savimbi been so misunderstood? Lapping tells the story of an apparently obscure incident in Afrikaner history, a group of well-dressed young men burst in, stopped the lecture and uttered and feathered the unfortunate speaker. The professor was presenting a revisionist account of a battle with the Zulus but even in 1979 it was a dangerous passage of history to contest. The traditional story of "Covenant" with God subsequently vindicated, battle had become part of the Afrikaner consciousness, and in question it was to question something basic to Afrikaner spirituality.

And Savimbi? Difficult truths, Bridgland writes, have been suppressed in the "blind fanaticism with which too many anti-apartheid campaigners are willing to sacrifice others in order to see Apartheid crushed". It is a familiar story

- which explains why a new generation of small independent publishers is beginning to burgeon. But at the same time we can't produce every book that is needed in the country - nor would that even be desirable. Knowledge needs to flow freely over borders, even political ones.

Look at television - in South Africa it was late arrival, as late as the 1970s, but when it did arrive there was no way the 20th century could be held back any longer. Abysmal though many of the programmes were (no BBC ones allowed, per programme) they brought the outside world into the heart of the backwoods, and decades of colonial prudery and prejudice were rudely shaken.

The publishers I know all urge that something should never be applied to the free flow of books and knowledge to South Africa. In a time of transition, we need that interchange more than ever. The best of BBC television could not meet the hunger for knowledge, that exists in Africa, hunger specifically for the printed word - far from their being an outmoded medium, in Africa the time for books may scarcely have begun.

A new small publisher in South Africa can do no more than be alert to change, and even times, like good publishers everywhere, anticipate it. There are new generations to who have the habit of book buying, book reading, book cherishing. Facing that challenge is one of the things that makes it more exciting than anything to be in South Africa.

Now is the time

Lynne Bryer recently started her own publishing firm in Cape Town, Chameleon Press. Here she writes about the challenge of going it alone in South Africa now

At length you grow increasingly immune to the question: "How can you live in South Africa?" This is where you were born, and to live there is as valid an experience as living in Soviet Russia, or Chile, or any country that appears irredeemably benighted from outside - yet inside, life is going on, there is hope, there are tiny nuances of weather not guessed at outside.

In South Africa, the winds of change have finally blown in from the rest of decolonized Africa. And those of us who wanted this change shouldn't be the ones to go when it's all at last on the way. To stay, and start a business, is an act of faith. A small but positive statement.

What to publish is another matter. The relatively small size of the current book-buying public of South Africa demands a pragmatic approach at the start, particularly if you haven't unlimited capital behind you. Non-fiction has the widest market base, with practical books obvi-

ously needing to be geared to conditions and materials. But what if the tourists and the well-heeled suburbanites who bought many of these books are no longer arriving and no longer staying on, respectively? (Emigration is snowballing among those whites who don't feel they want to be part of Africa.)

Publishing is going to have to take this into account, avoiding over-production of coffee table books or "scenic South Africa" volumes for visitors. The tourists are more likely to be our own populace, and they won't all be wealthy. Publishing should also attempt to answer the needs of university students, who can't afford the exorbitant prices of imported textbooks. And though schools have been using local books for years, these are soon going to need what can only be called surgery.

There is undoubtedly enough work ahead for all the existing South African publishers and more

Hatred as a moral virtue

Julia Neuberger on the latest group diatribe from the anti-anti-racists

Anti-Racism: an assault on education and value. Edited by Frank Palmer. Sherwood Press 88 Tynney Road, London E7 9J 55 + £1 p&p. 0907671 268.

"Then she thought of her own school. Ancroft Comprehensive had certainly had a religion all right, fashionable, and, in a school with twenty different nationalities, expedient. It was anti-racism. You soon learned that you could get away with any amount of insubordination, indolence or stupidity if you were sound on this essential doctrine. It struck her that it was like any other religion: it meant what you wanted it to mean..." (Kate Miskin in P D James: *A Taste for Death*.)

Almost nonchalantly, P D James summarized the arguments of the anti-fascists far more briefly and with notable exceptions more elegantly than the contributors to this book. And she laid at the feet of the anti-racist doctrine its most damning charge: "You could make a moral virtue out of despising the people you disliked."

That is obviously not all that there is to anti-racism. Several of the authors in this book are convinced that anti-racism is part of a revolutionary ideology, that its protagonists are involved in an attempt to destroy society as we know it, and that the philosophy underlying it is to engender black hatred of whites and black hatred of the society and its institutions.

The authors who hold this view among others - Ray Honeyford, John Jure, David Dale and Roy Kerridge - are by no means alone in South Africa. In fact, *New Nation*, a magazine not usually known to be in association with the far Right,

observed at the end of the Honeyford saga that: "Much of this turns on the whole idea of anti-racism. This unfortunately means that 'anti-racism' has been identified with the Left; and often the far Left. It has replaced, or supplemented a class analysis; and if all society constitutes racist oppression, there can be no 'collaboration' with it."

Yet most of us, including most blacks, have to work with the society we find ourselves in, not some revolutionary anti-racist dream..." (*New Society* 2027 December, 1985).

In that very precise sense, the title of this book, *Anti-racism: an assault on education and value*, is absolutely accurate. Yet that is not all that is on the agenda, as can be found in some rather revealing uses of language by some of the authors. It is, for instance, edifying to read of "groups of non-white immigrants" in Anthony Flew's discussion, when most of the children under Kingdom. Equally, it is surprising to read, in any serious work, terminology such as David Dale's "fascist fascists of the lumpen Left", as well as another use of "immigrant minorities". Roy Kerridge talks of "negroes" rather than blacks and accuses two deeply respected Pentecostal leaders, the Reverend Ira Brooks and the Reverend Esme Bewick, of being "jargon-speaking pastors".

It is these lapses, these revelations of deeply held prejudices, which render some of the essays in this volume of little value in the serious analysis of anti-racism. Their authors have a specific political axe to grind, are engaged in a polemic against the far Left, and are using anti-racism as a stick to beat them with in exactly the same way as

the far Left are using anti-racism to attack their political opponents.

But several of the essays deserve serious consideration - those by Roger Scruton, Linda Hall and Tom Hastie in particular - while two have some merit, despite woolly thinking. Those are Anthony Caroline Cox's and Anthony Flew's "Clarifying the Concepts", a task he patently fails to achieve. He does, however, attack with some justification the view inherent in much of "anti-racism" that "there is nothing they can do to better their victim condition".

Linda Hall makes useful points about the use of language in the anti-racist faction in her essay on "Language, Race and Colour", gently mocking the attempts to "wash the Ethiopian white" by the pair of energetic scrubbers in Pilgrim's Progress, to be demoted when the anti-racist comes along. She does not, however, pick up some of the interesting points about the use of colour - the ancient use of white for mourning and sadness, rather than purity, and the shame of Miriam's whiteness with leprosy in Numbers Chapter 12.

Roger Scruton also leaves out material in his fascinating essay on "The Myth of Cultural Relativism". His comparisons between a Moslem, Urdu-speaking family and a white, Christian, English-speaking one omit the differences between the Koran and the Hebrew Bible, the cultural differences between Moslems from the Indian subcontinent and those from Leicester, and confuse - by mistake or by conflation? - the long-outlawed Hindu practice of suttee with Islamic practices in India or elsewhere. More explanation of his "power of political culture" would have been helpful too,

particularly since one suspects that his much cherished "Rechtsgefühl" (un-necessary use of German, and sense of the authority of the rule of law), has its origin precisely in those religions of Judaism, Christianity and Islam where comparison would be valuable. The origin of that sense lies deeper in many religious traditions than in so-called British political culture.

Yet Roger Scruton's picture of a "mobile, mixed society" is not an unattractive one, though he fails to tell us how he would achieve it. In flushing the anti-racist bathwater, he impoverishes some curricula at least - learning about other religions with seriousness does increase respect for their adherents, and the great literatures of ancient India are quite as "high" on the cultural ratings list as Chaucer or the *Canterbury Tales*.

But the bravest and most moving of these essays is Tom Hastie's "History, Race and Propaganda". He is a lifelong member of the Labour Party, no doubt to be reviled by his erstwhile friends for appearing in this company. For he explodes once and for all the theory (particularly propagated by the Institute of Race Relations) that the whites were the villains in slavery and the blacks always innocent victims. The truth - and that is what education should be about - is that blacks sold fellow-blacks into slavery all around the West African coast in exchange for guns and gunpowder. Whites were slaves too, especially women, and it was whites who also put an end to the slave trade, out of conscience, not economics. The history of the slave trade is not a pretty one, but no one comes out of it well, black or white,

CHILDREN'S LITERATURE

Folk Tales of the British Isles. Edited by Kevin Crossley-Holland. Illustrated by Hannah Firmin.

Price £9.95. 0 571 13786 5.
A Bag of Moonshine. By Alan Garner. Illustrated by Patrick James Lynch.

Collins £8.95. 0 00 184403 2.
Myths and Folk Stories of Britain and Ireland. By Kenneth McLeish.

Longman £10.95. 0 582 23599 5.

Kevin Crossley-Holland's *Folk Tales of the British Isles* is an anthology of great power and purpose. Crossley-Holland displays in his choice of texts and in his lucid accompanying notes a knowledge of his subject, but he never loses sight of the truth that "it is the tales that matter most, not the scholarly paraphernalia they inspire".

The result is an exuberant celebration of the storytelling impulse, and a marvelous introduction to the rich and varied storytelling traditions of the British Isles.

Because Crossley-Holland has respected his sources, the heterogeneous nature of those traditions is clear. The tales are told in a variety of styles, from the simple to the complex, from the oral to the written, from the English to the Welsh and the Scottish, and from the literary to the popular.

Crossley-Holland makes full use of the great 19th-century collection of J F Campbell for the West Highlands, Robert Chambers for the Lowlands, Robert Hunt for Cornwall, Sidney Oldall Aldrich for Yorkshire, Connel Hyde and Curran for Ireland, and also draws on more recent material, including the archives of the Irish Folklore Commission, and the writings of modern storytellers such as W. F. Barrett and Ruth Tongue. Occasionally he admits modern retellings, printing, for instance, Joseph Jacobs' *Myths and Legends of the British Isles*, which he includes in previous books both in



Illustration by James Patrick Lynch from *A Bag of Moonshine*

Jacobs' version and in his own retelling, he plumps this time for Alan Garner's deft retell.

Garner himself has recently published a *Book of British Fairy Tales* which surveyed roughly the same ground as Crossley-Holland, though with a greater emphasis on the sensuous and the macabre. He has now followed this with a highly idiosyncratic collection under the title *A Bag of Moonshine*. It is a remarkable book. Garner has taken a number of lesser-known English and Welsh stories and, as it were, set them to music, establishing in each text a tone or cadence based on local speech patterns.

The sense of a speaking voice is important to the book. It is achieved by a brilliant deception. The relaxed syntax, the colloquial drolleries, the sense of pace in sentence and paragraph are an elaborate literary construct designed not to imitate but to catch the glimmer of spontaneous oral narrative. Garner's success may be gauged by comparing the lively force of his "Jack My Lad" with its stiffly worded source in Addy, or by savouring the robust idiom of his version of "Jack Hannaford", when the farmer gallops up, "all of a dither-a-wack, like a new-baked custard". A particularly successful feature, "Billy Bowker's Moving Match", reworks with relaxed confidence a Northamptonshire story previously stripped to its bones in Garner's *Book of Coblins*. Here, the anecdote is stretched out for the pleasure of the telling.

Not all the stories work - one, "The Wicked Sparrow", is particularly feeble - but at its best, *A Bag of Moonshine* achieves a rare intimacy. The book is a pleasure to read, and it is included in previous books both in

stories are cheerful, mocking tales of wisdom and folly, told with a wit and relish which catches the tone of the shortest of all English stories, recorded by John Powell in 1894: "I've heard 'em say that Adam were made and then put up again' a wold hurdle to dry".

This ambivalent scrap of legend is not at all the sort of thing Kenneth McLeish means by *Myths and Folk Stories of Britain and Ireland*; he is drawn to much more sophisticated material. Filling most of his book with a summary of Arthurian stories derived largely from French sources, his section of "English stories" consists of two classic fairy tales of a kind rare in English tradition (and in fact respectively of Welsh gypsy and Scottish provenance) and a mythological story, "The Bogles and the Moon", which is the most dubious of all Clotilde Balfour's dubious Lincolnshire tales.

The resulting book is very literary; full of "fine writing" rather than live speaking.

McLeish's distrust of the homely means that his folk tale section is written against the grain of the source material. This is less true of the long Arthurian section, which forms the most coherent part of the book. It is a valiant attempt to weld a great deal of disparate material into a single unity. McLeish tells the stories at a brisk pace, in a rather schoolmasterly prose which is nevertheless studied with memorable images. As a primer of the "myths of Britain", McLeish's book will serve a useful purpose; for the popular fictions of the unlettered, we must turn to Crossley-Holland and Garner.

Neil Phillip

PAPER BACKS

"The art of reading is, we may assert, a performance art, and involves the reader in accepting certain rules or guidelines for the nonce for the production of a performance. In return the reader enjoys certain privileges of entry into the world of literary work." Thus, for the nonce, writes David Skilton in "The Trollope Reader", an essay in *The Nineteenth-Century British Novel*, edited by Jeremy Hawthorn (Edwards Arnold £9.95). Poppycock, of course. But the essay is often interesting; low on wit, it is high on learned, sombre exegeses and manages to include another "nonce before its end."

At least Skilton's title is sensible. Its companions - there are 10 in all - include "Dickens and the New Historicism: The Polyvalent Audience and Discourse of *Dombey and Son*", and "Cage aux Folles: Sensation and Gender in Wilkie Collins's *The Woman in White*". D A Miller, the author of the *Wildlife Collins* piece, is quite probably agreeably mad: "There is nothing 'boring' about the Victorian sensation novel: the excitement that seizes us here is as direct as the 'fight-and-flight' physiology that renders our reading bodies, neither fighting nor fleeing, theatres of neuroasthenia."

The best essay is perhaps "Statesman, Dwarf and Weaver: Wordsworth and Nineteenth-Century Narrative" by Angus Easton. No doubt these pieces are useful for the authors' cvs, but at whom are they aimed?

Much more accessible - and well over 50 per cent cheaper - is David Lodge's 1971 collection of fugitive pieces *The Novel at the Crossroads* (Ark Paperbacks, £3.95). Most of them still read freshly, particularly "Objections to William Burroughs". There is also a very fine short story, "The Man Who Wouldn't Get Up", not mentioned in the contents.

Patricia Craig's Elizabeth Bowen (Penguin £2.95) is a useful if disjointed introduction to the novels of one of this century's finest novelists. Alan Bold's Muriel Spark (Methuen £3.50) points up his subject's "satirical scepticism" - something the brittle dour novelist is all too full of. A must for Roman Catholics, the book displays Bold's ability for apology at its best.

Barry Cole

except those who, black or white, tried to stop it out of altruistic motives.

Of all the essays, Tom Hastie's is the most impressive. It has honesty, passion, and no political axe to grind. In his essay alone there is no sense of a hidden agenda. When he attacks the Institute of Race Relations, he does not demonize Dr Sivanandam, as some of the others do, nor would he despise what some of the other independent race organizations, such as the Runnymede Trust, are attempting. He would be amused at the Black Caucus in Liverpool attacking the Militants on attempts to create better opportunities for blacks - because he does not see this whole area as a simple battle, ideologically speaking, between Left and Right. That is very important, and that is where most of the essays fall down - for they attack the race relations industry, attack anti-racists in schools, but fail to analyse how anti-racism, as one very important value of many, should be conveyed to the children of Britain, black, white or brown.

YOUR INTERVIEW QUESTIONS

by Oliver Hamilton
Suggests responses to "a series of questions that any applicant for a teaching post is likely to receive." (*Education*).

YOUR INTERVIEW IN TEACHING

by J. D. Roberts
"A useful, offering comprehensive guidance to candidates for teaching posts." (*TES*).

YOUR APPLICATION FOR A TEACHING POST

by J. D. Roberts
Examines letters of application, forms, CVs, testimonials, references, with helpful notes and examples.

YOUR PROMOTION IN TEACHING

by Brian Thwaitell
Looks at the career structure and factors affecting promotion prospects.

YOUR DISCIPLINE IN SCHOOL

by Richard Farley
"Contains a mountain of good advice." (*Edn. Psychology*). "practical and optimistic." (*TAHMA Review*).

YOUR EDUCATIONAL VISIT

by Lois Lynn-Smith
Gives help in organizing school and class visits, 6 examples and a 28 point checklist. "a compendium of good ideas." (*The Teacher*).

YOUR SCHOOL FUND

by Oliver Hamilton
Considers ways of raising, managing and spending money for this increasingly important school resource.

YOUR RETIREMENT FROM TEACHING

by Richard Farley
Raises issues for consideration before and after retirement from the profession.

YOUR HOME-SCHOOL LINKS

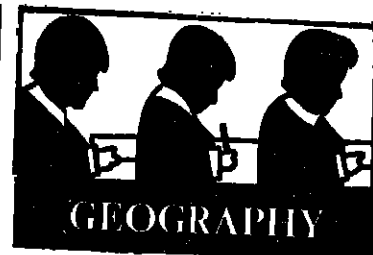
by John Eastman
Studies means by which relationships between home and school may be greatly improved.

YOUR TOPIC WORK IN SCHOOL

by Gillian Catchpole
Stimulates ideas by outlining 12 classroom-based topics for various ages and curricular areas.

All 32 pages
£1.80 each, UK post paid, from:
NEW EDUCATION PRESS LTD
13 Church Drive, Keyworth
Notts. NG12 5EG

World perfect



Heinemann Atlas Programme
Atlas 1 + workbook £1.95. 0435 04000
6, 04001 4
Atlas 2 + workbook £2.95. 34938 4,
34939 2
Atlas 3 £3.50. 34944 4

These new publications are in many respects quite different from other primary and secondary school atlases. The dominant characteristic of all three atlases is the use of an environmental surface technique to produce, in the words of the publisher, "more lifelike maps which make it easier to picture the world as it really is". To aid in this objective, satellite photography was used as a resource. This technique is by no means new however, and this particular set of atlases are derived from those atlases first published in 1977 by John Bartholomew and Son. "Atlas 1" is aimed at the upper primary school, and has a soft card cover, forty A4 pages. The first nine pages do a very good job of explaining scale, direction, location, the earth's orbit, pattern, and, just why an "environmental map" is different from the standard "relief map"; contours or large tints are not in fact shown or mentioned again. This approach is perhaps a good one at this level of "earth exploration" where the dimensions of the world are being introduced. The pages are then devoted to the world's major regions, followed by double pages on Europe, Asia, Africa, North America, South America and Australasia (Australia and New Zealand). The atlas also includes a section on the world's major cities, followed by a section on the world's major rivers and oceans. The atlas is also a very good job of explaining scale, direction, location, the earth's orbit, pattern, and, just why an "environmental map" is different from the standard "relief map"; contours or large tints are not in fact shown or mentioned again. This approach is perhaps a good one at this level of "earth exploration" where the dimensions of the world are being introduced. The pages are then devoted to the world's major regions, followed by double pages on Europe, Asia, Africa, North America, South America and Australasia (Australia and New Zealand). The atlas also includes a section on the world's major cities, followed by a section on the world's major rivers and oceans.

they being white on a yellow background, while the railways in black dominate the map. It is also difficult to interpret some features due to a lack of correlation between map face and key, eg the identity of an urban area as being of a particular size when the red areas on the map show no relationship to those in the legend. The atlas also provides wrong information when it describes the latitude-longitude network as a "grid".

Atlas 3 is described as suitable for lower secondary school and pre-examination work. It has the same physical dimensions and structure as Atlas 1, though with 65 pages. This atlas, as would be expected, has a large number of maps devoted to various topics: population, production, physical, administrative division plus detailed statistics set out as a "data atlas" for each of the continents. The atlas also includes a section on the world's major cities, followed by a section on the world's major rivers and oceans. The atlas is also a very good job of explaining scale, direction, location, the earth's orbit, pattern, and, just why an "environmental map" is different from the standard "relief map"; contours or large tints are not in fact shown or mentioned again. This approach is perhaps a good one at this level of "earth exploration" where the dimensions of the world are being introduced. The pages are then devoted to the world's major regions, followed by double pages on Europe, Asia, Africa, North America, South America and Australasia (Australia and New Zealand). The atlas also includes a section on the world's major cities, followed by a section on the world's major rivers and oceans.

The base "environmental map" works quite well, but the very detailed and elaborate key system does appear to be trying too hard. The second major map type, the "production" map, is far less acceptable, mainly because it is crude in the depiction of the land use information; so much so that it often contradicts the information presented in the "environment" map. These maps also require careful interpretation via the legend/key and other supporting text. There is, for example, a reason for "production" in Spain being limited to grapes, citrus fruits, sheep, cattle and pigs, while in Atlas 3 on a map at half the scale it is shown that Spain produces dates, sugar beet, tea, potatoes, wheat, maize and, in the non-organic group, uranium, gold, copper and zinc. The

reason is given via a small printed sentence on the map; few will be aware of its effect.

Atlas 3, measuring 24 x 33 cm and containing 115 pages, was in fact the first of the atlases published (1985) and this may have been unfortunate in that some of the ideas used in the later Atlas 2 were not incorporated in the use of "data files". The first 17 pages are used to describe the world in general based upon environment, energy, economy, geology, population and the oceans; they are generally attractive and interesting units. Europe as a whole is then looked at, followed by 16 pages for the British Isles, 10 pages each for Europe and its countries and Asia, then approximately five pages each for Australasia, Africa, North America and South America. Also included is a 26-page gazetteer and a four page geographical glossary.

Atlas 3 is attractive, provides a great deal of information and creates interest through a number of innovative map topics. It is advertised as being intended for work leading up to examination level; I am not too sure about the difference between "leading up to" and "pre" (Atlas 2). It is unfortunate that these two atlases have not been incorporated into one publication, retaining the best of Atlas 2 and providing a good solid atlas for a secondary school, particularly when so many of the maps are duplicated.

In summary these atlases provide a stimulating view of our world, many of the maps are very attractive, while some have difficulty supporting the "environmental" ideal. Some difficulty also arises due to the crude paper used and the highly reflective inks, and the variation in colour between map and key, particularly on the "environmental" maps. It will be interesting to see how Atlas 3 fares against Phillips' Modern School Atlas, and Collins' Longmans' Atlas 3 and 4 (see TES May 5).

Accompanying all three atlases are the now almost obligatory workbooks, plus, using the publisher's term, a range of "integrated" resources: leaf maps, atlas pads, overhead projection transparencies and globes.

Patrick Sorrell



"The camera is pointing WNW. In which direction would you go to look for the base of this sequence?" From The Outcrop Quiz by John Wright, 60 picture puzzles for geology students of all ages (Allen & Unwin £4.95).

Overview

Handbook for Geography Teachers.
Edited by David Boardman.
The Geographical Association, Sheff.
£13.50 (£8.95 to members) 900
39598 2

Twenty-six authors from a wide variety of backgrounds in geographical education have written original contributions to provide an overview of the various and changing dimensions of a geography teacher's work. Running to nearly 300 pages, it moves through traditional topics such as approaches to teaching and organization of resources to look at the whole structure of teaching in a comprehensive school. The first half of the book is aimed at the new or student teacher while the second half concentrates on the issues and challenges facing teachers in a position of responsibility who are required to give a lead.

David W Dickson

The Needs of Children Mia Kellmer Pringle is now available in a third, revised edition

Dr Mia Kellmer Pringle's classic text has been thoroughly updated and revised to take account of important new research. Its central themes remain as relevant as ever. The Needs of Children continues as a principal work in the field and a landmark in our understanding of childhood.

"It bears the authority of scholarship and is an excellent book for teachers, social workers, nurses, administrators, and all those who work with people; it is exceptional value for students in training."
The Times Educational Supplement

"This is one of the best books I've read about children, and I recommend it thoroughly."
Reconciliation Quarterly

"Should be required reading for all child specialists."
Journal of Education

The Needs of Children 3rd edition
Published November 1986

Please order an inspection copy using the form below

ORDER FORM
Please send me an inspection copy of The Needs of Children
(3rd edition), 09 170251 8, price \$6.95.

Name.....
Address.....
To: Sara Bentley, Hutchinson Education, FREEPOST, London WC2N 4BR.
HUTCHINSON EDUCATION

lingo

Condom

Now that the word has come out of the closet, as it were, thanks to the Government's current anti-Aids campaign, it is not without interest to consider its possible origin.

The popular theory has for some time been that the device was invented by an 18th-century doctor named Condom or Conton or Conton (or something similar), and that he may have been either French or English. The trouble is, however, that no doctor of this name has been traced, at least, none who is credited with being the particular inventor.

This frustrating lack of written record has thus driven professional and amateur word sleuths into other possible channels. Some have seen the derivation, for example, in the French market town of Condom, in the south-west of the country, perhaps with half an eye on the synonymous "French letter". Others prefer a more linguistic background, and have tried to link the word up with "contraction" in some way. Others again hold fast to the personal name, but claim that written evidence has simply not yet been tracked down.

Of these three possibilities, it seems likely that the second suggestion could be closest to the truth. However, there could be no connection with "contraction" since this word arose only in the late 19th century, whereas "condom" itself is first recorded in the early 18th century. (The Supplement to the OED has a quote tentatively dated 1706: "The Sirene and Condom Come both in Request".)

I would like to offer a more precise proposal for the etymology, although admittedly a speculative one. I think it quite possible that the word is a shortening, made perhaps both humorously and euphemistically, of "condominium". This longer word was popular in the 17th and 18th centuries in its appearance in the Latin titles of treaties, for example *De Condominio Territoriorum*, published in 1682. The OED first records the word in English use in a quote of 1714, at almost exactly the same time as "condom". The pun in the sense would have been in "condominium" meaning "co-sovereignty", "joint rule", that is, when the device was employed, both partners were in control of the situation.

Fanciful? Possibly. But no more so, and possibly less, than the mysterious doctor and the French town.

Adrian Room

Authentic

The Japan Diaries of Richard Gordon Smith. Edited by Victoria Manthorpe. Viking/Rainbird £14.95.

Richard Gordon Smith arrived in Japan on Christmas Eve 1898, just 30 years after the Meiji Restoration had launched an era of liberal reform, modernization, and, above all, Westernization. These were interesting times in Japan and Smith, the globe-trotter, big-game hunter, naturalist and collector of curios did not fail to respond to their lure.

We are reminded in the Introduction that Smith was an Englishman and a first-class traveller and these two facts clearly coloured his observations. The availability of quail and snipe in the local markets is duly noted and his home and abroad. Thus the Soviet Union, although obviously one of the affluent and relatively successful states in the world today, is almost never the target of terrorism. The unique circumstances which made the American ideal an inspiration to generations are unlikely to be repeated. Today the United States is more likely to be the object of hatred.

Though the danger of excessive zeal in fighting terrorists is highlighted in *Error and Judgement* and in *Trial and Error*, both of which claim that the wrong people were convicted in the two most terrible bombing outrages in mainland Britain, there is every cause for the adoption of strong measures. The terrorist is probably as significant a landmark of the world of the Eighties as the Cold War was of the Fifties and Sixties.

Marie Conte-Helm

No sign of Mr Smith

People and Environments: Issues and Policies. Edited by Frances Slater. The Geographical Association, Sheff. £13.50 (£8.95 to members) 900 39598 2

Choosing the syllabus content at advanced level can be a difficult task for the geography teacher. The problem lies particularly in finding the examples on which to base the analysis, explanation, interpretation and skill practice required by the examiners.

The appearance of a book of case studies, specially written for the advanced level student, is therefore most welcome.

People and Environments contains 22 case studies written by a variety of teachers and lecturers. The overall coverage is impressive and the individual content of each study is excellent. The editor has clearly issued a proper brief to his contributors; the result is that the text is up-to-date, extremely well written and, most importantly, relevant to the needs of the student. Not only are the studies consistently good in their use of diagrams, tables, photographs and other material but they are skilfully pulled together by introductory and linking passages from the editor.

It is perhaps a cliché to talk of "real issues" but this is what the book specialists in Mr Smith of Anytown is. The amount of useful data made available is truly impressive, not least by the fact that the book is so well illustrated and figures are quoted in support of the conclusions. The frequent use of maps and photographs and

cuttings to develop or introduce a topic is also a praiseworthy feature of the book, but I suspect that some teachers will first want to say a cautionary word about how to assess the value of such sources.

Each case study is supplemented by exercises. These aim to encourage the student to employ powers of analysis and, as such, are well devised and helpful. A word of warning here though - some could take rather a long time to work through in their proposed form. Those seemingly endless double periods could easily be swallowed up with only a marginal gain to the student.

There is no doubt that the book will function most efficiently when in the hands of the more able student. For teachers *People and Environments* will be prove to be a resource of immense value. I am also happy to suggest that the publishers seem to have undersold their product; I would recommend sections of the book to advanced level students of economics and sociology too.

In all respects the book is a very powerful tool. As such it needs to be handled with care and only given to young people under supervision. For teachers there will be the temptation to use parts of the book as the starting point for establishing course content - perhaps not the ideal model for curriculum development but a practical one given the demands of advanced level study.

Providing quite a contrast to Slater's book is Brian Libery's *Western Europe*. A good deal of up-dating has been achieved in this second edition, but the approach is rather unexciting. I still the book is a very different work, came away with a notion of a fossilized Europe and this was despite the author's clear attempts to talk in terms of

process and change.

The publishers point out that the book is one of the few systematic texts on the human geography of western Europe currently available - both an accurate and a relevant comment. It is also worth noting that the author writes as a geographer. Today's students can be assailed with the views of journalists, sociologists, television presenters, historians and many more, all in the name of geography. With this book the reader will be made to feel comfortably at home as the straightforward narrative deals with the chosen topics in terms of spatial patterns and processes.

The maps are well drawn, the very few photographs have been sensibly chosen and the many tables will act as a valuable resource for practical analysis and interpretation. The book is well structured, with lists within lists and sub-headings ahead of sub-sub-headings - a great revision aid.

But ultimately the book is a disappointment, probably not for what it contains but for what it lacks. In particular the book has no sense of European identity. Europe, one is left feeling, is still a collection of separate nations, with the United Kingdom being mostly a vaguely interested onlooker. This is a view common on this side of the Channel but no "mainlander" European would have written the book in quite the same way. Issues such as acid rain and the role of Europe as a superpower battlefield (neither topic is covered), coupled with the growth and maturing of the EEC, have united Europe in a very different way. The book should have reflected this situation more adequately.

Graham Hart



A car bomb in East Beirut this year

Combatants in non-existent wars

George Szamuely on the pathology of the terrorist

Terrorism: How the West Can Win. Edited by Benjamin Netanyahu. Weidenfeld and Nicolson £14.95. 0 297 79025 0.

The Directory of International Terrorism. By George Rosie. Mainstream Publishing £14.95. 0 85158 021 2.

Britain's Civil Wars: counterterrorism in the twentieth century. By Charles Townsend. Faber £14.94. 0 571 13802 0.

Error of Judgement: the truth about the Birmingham bombings. By Chris Mullin. Chatto and Windus £10.95. 0 7011 2978 6.

Trial and Error: the Magulres, the Guildford pub bombings and British justice. By Robert Koe. Hamish Hamilton £10.95. 0 241 11958 8.

Moral laws may be hypocritical and absurd but, provided that most people subscribe to their basic tenets (even if only verbally), they make our living and dying so much more manageable. The magisterial solemnity of the United Nations with its General Assembly and its Security Council daily enacting the pretence that communion between states is regulated by a rigid procedure that nations ignore at their peril; the international treaties, laws and conventions specifying conditions under which Antartica may be exploited, or the precious metals at the bottom of the sea hauled up, or how much tonnage of shipping may be allowed through which waterways, would not be as edifying or as comforting if the other international phenomena that get through: the Cambodian genocide, Iranian and Iraqi gassing each other and, of course, terrorism. Now, terrorism does not simply get through

everyone accuses everyone else of either directing or sponsoring terrorism. A comprehensive list of terrorist phenomena in the modern world may be found in *The Directory of International Terrorism*. George Rosie's catalogue of terrorist leaders and terrorist organizations might become useful for checking the dates and precise locations of particular bombing incidents and so on, but the book is also in some danger of being so immersed in its subject-matter that it tends to glamorize the issue.

There is no danger of this in Benjamin Netanyahu's collection of essays, *Terrorism: How the West Can Win*, which is based on papers delivered at the Jonathan Institute in Washington DC in 1984. Although there is general agreement among all the participants that terrorism is the bane of the modern world, that far too little is being done to eliminate it, that action should be taken not only against the terrorists themselves but against the states that sponsor them, but against the media reporting of bombings and hijackings should be much more responsible and so on, there is little understanding, other than in Elie Kedourie's and in Bernard Lewis's outstanding contributions, of where the new terrorism has come from and, more importantly, where it is going.

War may be an extremely nasty affair but it is also oddly reassuring, legitimacy or sovereignty of a certain moment in time and you declare the cessation of hostilities at another moment in time; you conduct military operations with due regard to the treaties, conventions and tacit understandings concerning the wearing of uniforms and insignia, the treatment of prisoners of war, the taking of hos-

tages, the suitability of certain weapons and the unsuitability of others. But there are not - and can never be - conventions regulating the conduct of terrorism. It would be like trying to formulate rules telling us the proper and improper ways of committing murder or robbery with violence. However hard the terrorist seeks to invoke all manner of political grievances to justify murders, bombings and hijackings, the courts that try and sentence him will take his actions to be straightforward homicide or whatever. He wears the uniform of no state, he is the emissary of no state, he is a combatant in a non-existent war - he is regarded as a psychopath.

That he commits individual wanton acts of violence directed at women, children, and citizens of a state with which he has no quarrel; that his actions can have no other consequence but an intensification of his opponent's longing for him and everything he stands for; that individual acts of terror can never hope to bring about the political and moral downfall of his opponents; all of this bespeaks a pathological condition. You accept that you will never be able to persuade anyone of the justness of your demands by peaceful means, you cannot afford to have a vote on the question. In other words you do not wish to accept realities. The IRA have no hope of persuading one million Protestants to join them in building a united Ireland; the PLO have no hope of persuading the Israelis to give the Palestinians a state of their own, let alone the return of their land; the Red Army Faction none of reassuring the West Germans of the advantages of leaving NATO; the Sikhs none of forcing the Indian government to give them an independent state in the Punjab; the ANC none of obtaining the black majority rule in South Africa; the Tupamaros and Montoneros none of bringing about the big revolutions in Latin America when the vast majority of the middle classes did not want it. As with the psychopath, the extremeness of the terrorist's means is commensurate with the extremeness of his ends.

The self-proclaimed guerrilla will of course reject such a designation. He is fighting an occupying power, an oppressive state; he may not have the sophisticated weaponry or organization of his opponents but he has the support of the masses behind him; he is not indiscriminate in his choice of targets; he attacks the police; the military; the lines of supply and communication of his enemy; he demoralizes his opponents by raising questions in his mind about the legitimacy of his occupation or whatever.

This distinction is well brought out in Charles Townsend's *Britain's Civil Wars*. This is a useful history of how successive British governments tried to cope with challenges to their authority, first in Ireland, then in the Middle East, then in India, then in Africa and then - the wheel having come full circle - in Ireland once again. By and large the British have been better in Malaysia

were none too successful in coping with these rebellions. But this was due less to the military prowess of the guerrilla bands or armies than to a general loss of morale as well as the increasing awareness of a lack of financial resources needed for the task that lay ahead.

Of course, guerrilla wars are by no means universally successful for the guerrilla, nor is there no ambiguity about the justness of his cause or about the amount of genuine support that he enjoys among the "people". Guerrillas often use terror not merely to demoralize their powerful opponents but also to subdue the population, thereby eliminating the possibility of the emergence of any future rivals. It is no accident that successful guerrilla movements have led to the establishment of dictatorships - in China, Yugoslavia, Cuba, Mozambique, Indochina. But does that entitle us to describe ruthless power-seekers as psychopaths?

Is terrorism on the increase? The answer must be yes. Traditionally the politically hopeless made do with what they had and sought refuge in apathy, narcotics or debauchery. With the enormous changes that have taken place in many parts of the world - which we might call the "collapse of the legitimacy of the traditional order" - political grievances have become impossible to bear. And the biggest grievance of all is that out there are a number of states, in the vanguard of which stands the United States, which possess wealth, power and reasonably well-worked out ways of resolving domestic conflicts which do not necessarily involve the obliteration of one's opponents. Moreover, these states - and especially once again the United States - claim to stand for nothing more inspiring than the "peaceful co-existence" of the material and human resources or the "peaceful progress towards prosperity". Against that, the Soviet bloc countries stand for more exciting things like how to seize and hold on to power, how to build up an effective secret police, how to cause maximum destruction for someone else at minimum expense to yourself, how to manipulate public opinion at home and abroad. Thus the Soviet Union, although obviously one of the affluent and relatively successful states in the world today, is almost never the target of terrorism. The unique circumstances which made the American ideal an inspiration to generations are unlikely to be repeated. Today the United States is more likely to be the object of hatred.

Though the danger of excessive zeal in fighting terrorists is highlighted in *Error and Judgement* and in *Trial and Error*, both of which claim that the wrong people were convicted in the two most terrible bombing outrages in mainland Britain, there is every cause for the adoption of strong measures. The terrorist is probably as significant a landmark of the world of the Eighties as the Cold War was of the Fifties and Sixties.

Richard Gordon Smith's *Japan Diaries* is a first-class traveller and these two facts clearly coloured his observations. The availability of quail and snipe in the local markets is duly noted and his home and abroad. Thus the Soviet Union, although obviously one of the affluent and relatively successful states in the world today, is almost never the target of terrorism. The unique circumstances which made the American ideal an inspiration to generations are unlikely to be repeated. Today the United States is more likely to be the object of hatred.

Marie Conte-Helm

FROM TRENTHAM BOOKS FROM TRENTHAM BOOKS

Swineshead Revisited the Best of Ted Wragg



Fiction, it is said is stranger than truth, but there is nothing stranger about Professor Wragg's communications from this outpost of educational empire: much of it, even allowing for his masterly understatement, rings all too true in a period of cuts and rumours and cuts. Till now these insights on the educational scene have been vouchsafed only to readers of The Times Educational Supplement. There will be many who will be delighted that Professor Wragg's forthrightly columns - and the wit and invention and pomp-punching invective which informs them - have now found their way into book form.

Also available: PEARLS FROM SWINESHEAD. More of the best of Ted Wragg. £3.95 each or two for £7.50, post free. Trentham Books, 30 Wenger Crescent, Trentham, Stoke-on-Trent, ST4 8LE.

Opera

Wind of change

First breath of the long overdue wind of change at Covent Garden has arrived with a new Jenufa, conducted by Bernard Haitink and produced by Yuri Lyubimov, already well known for his stagings of *Crime and Punishment* and *The Possessed*. This was an evening of real theatre at an opera house not always known for its commitment to providing that. Lyubimov's masterpiece of operatic naturalism which, like everything else he wrote, seems more remarkable every time one hears it, received a powerful and deeply affecting performance.

Even if Ashley Putnam's Jenufa was more beautifully sung than characterized, the opera stands or falls with Kostelnicka, the village sacristan, Eva Randová giving a magnificent study of piety and loving concern transmuting into evil. Neil Rosenheim and Philip Langridge were admirable as Steve and Luca. The music, culpably played in a cosmetized version, was conducted by Haitink with his customary panache, if perhaps not the idiosyncratic finesse ideally required.

The basic concern of Lyubimov's staging is to banish Bartered-Bride-style folkiness, though whether the nationalistic element has ever been any threat to the universal heart of the work is less than proven. In practice this simply means that the action is played out on stage bereft of mill wheels and most other naturalistic props. Pina Bausch-like balletic interpolations supply trance-style effects and tableaux at such critical moments as Kostelnicka's return from the river after drowning Jenufa's baby. If one cannot pretend that Lyubimov's approach liberates any startling new insights, it does create a space in which the singers are able to characterize the music and drama with telling effect.

The English National Opera's au-

turn season at the Coliseum got off to a sparkling start with a revamped Twentieth Century version of *The Mikado*, directed by Jonathan Miller. This is not the first staging to say "Poo-Bah" to Japonaiserie, and it directs the fun squarely against the lifestyles of well-off Brits as they were, and incorrigibly still are. Of course when the comedy comes out from under the kimono something has to take its place, and the swinging life of flappers and beaux in the Riviera hotel is as potent a mythic setting as any. In a party ambience of chambermaids and bellhops winging in and out of the action, Dr Miller revels in the behavioural quirks of characters caught up in endless chains of lying to each other.

The show is built around the inspired choice of ex-Monkey Python star Eric Idle as Ko-Ko - an endearing and consistently funny cross between Charlie Chaplin, Groucho Marx, and himself. Ann Howard's Boudiccian Katisha had the measure of him, and their deliciously improbable wowing scene was one of the evening's highlights. Lesley Garrett found the perfect part for herself as Yum-Yum, while Bonaventura Bottone's Nanki-Poo exquisitely contrived to sustain the impression that love had inconveniently walled him *en route* to the Henley Regatta.

Sullivan's music under David Drummond's baton seemed somewhat upstaged by the frolicsome staging. And despite the production's saving vivacity and wit, anyone who's successfully thrown away his teddy bear may perhaps feel less than comfortably entertained by a comic opera which offers such a relentlessly nursery-window view of a world where girls are Nanki-Poo, and boys are Carmen at David Pountney's new Carmen at



Eric Idle (Ko-Ko) and Richard Van Allan (Poo-Bah) in *The Mikado*, which returns to the Coliseum in February

the ENO brings the action bang up to date, mischievously tossing it into the car-breaker's lot, that graveyard for modern man's most potent symbol of glamour and power. This is, of course, a brutal and rather one-sided sexual metaphor for the opera's scenic battleground, and theatrical flair often wins out over dramatic logic. When Carmen signals her presence to José by picking him up in the headlamp beam of her ditched Studebaker, one hadn't quite expected this electrical system to be still operational.

Such virtuosic jokiness apart, the production has underlying strength, best of all in Sally Burgess's cat-on-a-hot-tin-bonnet, a prodigious physical and vocal tour de force. Quite why this

Carmen bothered at all with a José as obstinately stolid as John Treleaven's remains a puzzle which the production never quite explains. Mark Elder conducted an invigorating and finely pointed account of the score. The numerous children on stage make a special contribution to the air of exuberant slumming which pervades the evening. Certainly not a *Carmen* to everyone's taste, but there is method as well as a hint of madness in its provocation.

Patrick Carnegie

Royal Opera House: 01-240 1066 / 01-240 1911
Coliseum: 01-836 3161 / 01-836 7666

Fine blend

The Fantastic Voyage of Uly Sinbad. By Xenia Kaloyevopoulou. Translated by Kay Cicellis. Lyrics by Shaun Prendergast. Unicorn Theatre. Various dates until January 4

A Greek playwright's blend of Homer and the *Arabian Nights* translated into English and played by a multiracial cast, *The Fantastic Voyage of Uly Sinbad* sums up the fashionable ideal of cultural sharing. Purists might prefer their 7 in 12-year-olds to get a clear picture of either what befell Odysseus or Sinbad, since most will not have come across either half of the composite hero before. But if parents and teachers can swallow the Cyclops (featuring a rechristened Goggle-Eye) and two playful Giants (one of whom appears as a witch called Circe) who can change her victims into as many animals as entered the Ark, and if they can accept the juxtaposition of lotus eating with a riddle competition, and Athena with a desert sheikha there is plenty to enjoy here.

Nicholas Barto's production springs heels along aided by a sympathetic and resourceful cast. The Cyclops (featuring a rechristened Goggle-Eye) and two playful Giants (one of whom appears as a witch called Circe) who can change her victims into as many animals as entered the Ark, and if they can accept the juxtaposition of lotus eating with a riddle competition, and Athena with a desert sheikha there is plenty to enjoy here.

The structure and references are sophisticated in that the whole is a play-within-a-play and there are a good many strange names to digest, but adventure follows adventure swiftly enough to keep the audience agog. Nevertheless, the advertisement's "7 and over" and parents of toddlers should take the hint.

Heather Neill

Sweet slice

A Taste of Honey. By Shelagh Delaney. Streetwise Theatre Group. Civic Theatre, Bedford.

Streetwise is an independent group formed by members of Bedfordshire Youth Theatre. Acting and directing skills have to incorporate building sets, hooking a theatre and encouraging the public to buy tickets.

Bedford's Civic Theatre combines a gaping auditorium with a cramped stage. John Handcombe's production suffered in some flat groupings of characters, especially when playing Jo's meeting with the Bitter on from apron (which was more like a ribbon). The success of this well-acted *Honey* lay in the fresh approach of the young company to a slice of life in Coronation Street Salford. Direct address to the audience was well-handled (Helen's song and dance gave a brief revue atmosphere) and Mr Handcombe devised a skilful and moving ending. Helen's memory of earlier days was softened by piano accompaniment, and in contrast to lights faded on a lonely desperate Jo pleading for help. The gentler respect of "Pippin Hill" was omitted; an ending for the Eighties.

Charlie Burton (Boy) and Gerard Atkins (Peter) gave good, conventional performances. Carolyn Lawrence played Jo as a pale-faced, roly-poly girl who would not elicit second looks and sympathy; an unsentimental, interesting interpretation. A young actress can hardly catch all Helen's over-blown weariness with life but Julia Stubbs showed the mother's protective selfishness while Danny Parker's imposing physical presence ensured *Jo* was more than a figure of fun.

Timothy Ramsden

Museums and Galleries (1987 edition: British Leisure Publications, £2.75) is not as comprehensive a guide as it might be, but is still a useful one and growing every year. It provides information about opening times, admission charges and brief fact descriptions. Not a reliable guide to quality - but very good for discovering small out of the way places.

Barry Russell

For details of this weekend's programme, ring Stratford 296553, and ask for the Festival Office.

Literary competition

Competition No 81. Report by Scylla. Competitors were asked to answer the question "Pray tell me, sir, whose dog are you?" in eight to ten lines of rhymed couplets. Pope himself may well have been quizzing a human being, but you were being asked for a perplexed pet's comments on his lot.

Not all of you chose dogs. There were some cats: Dr Johnson's Hodge was popular. As D A Prince wrote: No man owns me: I choose to lodge.

With Dr J. He calls me Hodge. There were rarer pets too including the commonest belonging to Monty - "Field Marshal's rank - don't you forget" - sent in by R J Roberts and Gerard de Servat's lobster by S J Wicks: No dog, Sir, but a proud crustacean.

Decadent beneath my station, Nipping nervous poets hard On the Paris boulevard... This was a popular competition with a variety of "owners" from Edgar Allan Poe's Priest to Escherich's "I'll ask the questions if you want" from Alanna Blake. Two poets and two belonging to Gerard de Servat's lobster by S J Wicks: No dog, Sir, but a proud crustacean.

I'm the dog of Henry Moore With head behind and tail before, By polished limbs are curved about.

On turning in, two turning On the Paris boulevard... This was a popular competition with a variety of "owners" from Edgar Allan Poe's Priest to Escherich's "I'll ask the questions if you want" from Alanna Blake. Two poets and two belonging to Gerard de Servat's lobster by S J Wicks: No dog, Sir, but a proud crustacean.

Do not Creation's Order flout! The Dog's Dog, be in no doubt, I've very good a Bitch to be, I'll tell you, you'll plainly see I am no ordinary dog - No dog or cat on me, Sir! I have my total freedom here For I belong to Germane Greer.

Shelley Finch

I'm the dog that Shakespeare penned, He called me fawning, rough, unloved, Because I rushed to kiss his hand, He bled me among the bund, He merely seek to crawl and beg: I'm very grateful, make a leg I'm very grateful for their gain, I'm the beating and the pain.

My dog's in office. True! I'll tell you, you'll plainly see I am no ordinary dog - No dog or cat on me, Sir! I have my total freedom here For I belong to Germane Greer.

My dog's in office. True! I'll tell you, you'll plainly see I am no ordinary dog - No dog or cat on me, Sir! I have my total freedom here For I belong to Germane Greer.

My dog's in office. True! I'll tell you, you'll plainly see I am no ordinary dog - No dog or cat on me, Sir! I have my total freedom here For I belong to Germane Greer.

My dog's in office. True! I'll tell you, you'll plainly see I am no ordinary dog - No dog or cat on me, Sir! I have my total freedom here For I belong to Germane Greer.

My dog's in office. True! I'll tell you, you'll plainly see I am no ordinary dog - No dog or cat on me, Sir! I have my total freedom here For I belong to Germane Greer.

My dog's in office. True! I'll tell you, you'll plainly see I am no ordinary dog - No dog or cat on me, Sir! I have my total freedom here For I belong to Germane Greer.

My dog's in office. True! I'll tell you, you'll plainly see I am no ordinary dog - No dog or cat on me, Sir! I have my total freedom here For I belong to Germane Greer.

Television
Bearing witness

Does television encourage violence? Does it distort our understanding of the real world? Television on Trial (BBC2, November 30) put these questions to a panel of 500 viewers, linked to the studio by computer. Their verdicts were contradictory: television might lead to an increase in violence, but was generally beneficial to family life. "It's the one thing that all the family do together," according to a piece of film entered as evidence. As for the real world, soap operas probably do not distort our image of real life, while news programmes help to give us a better understanding of it. Bob Geldof seemed largely to thank for that second conclusion.

The verdicts were less interesting than the expert witnesses were the United States there is a father who makes his children work for their television, linking the set up to a generator powered by an exercise bicycle, so that an hour's pedalling earns an hour of cartoons or quiz shows; opera, music and documentaries are "on the house".

This "get-on-your-bike" approach perfectly translates what one contributor saw as the effect of the Victorian work ethic on our feelings about the box. News and documentary are improving, mere entertainment is not. Media studies sidestep this feeling of guilt by making all programmes the object of serious study and the children of dedicated semiologists are doubtless too to stop reading and concentrate on decoding *Tom and Jerry*. Television reviewers enjoy the same immunity from guilt.

However, the chief argument for the defence resided in the educational value of having a wider "window on the world" and this, according to a teacher in a remote Scottish village, was "very noticeable when I spoke of what went on in a low com". It was no accident that she should have chosen that example: *Television on Trial* is not the only programme to reflect the belief that truth will emerge from a confrontation between opposing cases.

I wonder what her pupils would have learned from *The Trial of Lee Harvey Oswald* (Channel 4, November 23), assuming that they could stay awake through the five-and-a-half hour spectacle of rival lawyers Vincent

pilline for a large group of young voices. Their "Big Band Sound" was taken up by Tony Turner and the EASY Band. Schools Prom regulars who this year presented a relaxed programme of standards, including smooth balladeer Andy Price's "New York, New York", heavily punctuated by audience participation.

Northamptonshire Brass made a spirited outdoor sound in the rousing "Cockleshell Heroes" March and enjoyed themselves thoroughly in "Cops and Robbers", originally composed for the celebrated Grimsthorpe Colliery Band by Elgar Howarth. Although this piece sounds like a romp the scurrying passages are difficult for experienced brass players and the band is to be commended for its excellent control and articulation.

The evening ended (barring Elgar) with the Harrow Students Philharmonic Orchestra and percussion star Evelyn Glennie, who first took to the stage at the Albert Hall in a school concert, in the Concerto for Xylophone and Orchestra by contemporary Japanese composer Toshio Miyazumi who darted around the instrument, transforming it from a backstage member of the orchestra into a frontline soloist with an unbelievable range of sounds and tone colours.

This blend of Eastern and Western styles made an exhilarating finale to the 11th season of that peculiarly British institution, the Schools Prom.

Philippa Davidson

The Schools Prom is sponsored by The Association of Music Industries, Commercial Union Assurance, Marks and Spencer and The Times Educational Supplement.

The sale of compact disc players rose this year from 140,000 to 300,000; the CD has arrived. Penguin's useful contribution is *The Penguin Guide to Compact Discs, Cassettes and LPs*, edited by Edward Greenfield, Robert Layton and Ivan March (£9.95). This book compares the three media for each piece of music succinctly and

Festivals

The British music festival scene is very much alive, according to Richard Adams in his book of British Music Festivals (Robert Royce £12.95, 0 44728 22 8). Over 200 English, Scottish and Welsh festivals are listed, covering every kind of musical celebration from the village. The maps and colour photographs are presumably designed to give the book tourist appeal, as is the inclusion of comments from musical personalities such as Michael Berkeley and Geoffrey Burgon. Although the book is a useful source of information a cheaper, more functional volume would have served the same purpose.

P D

Robin Buss

THE ROYAL OPERA

SAMSON

IN ENGLISH

Music GEORGE FRIDERIC HANDEL

Conductor ROGER NORRINGTON

CAST INCLUDES

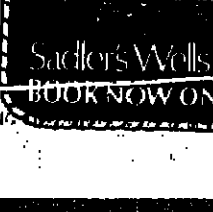
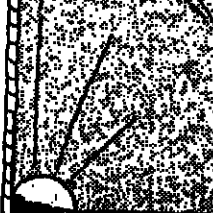
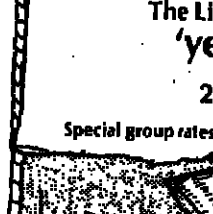
ROBERT TEAR CAROL VANESS
SARAH WALKER GWYNNE HOWELL
DONALD MCINTYRE KIM BLEGLEY

"The staging achieves an astonishing blend of classic and modern theatrical taste."

— *London Evening Standard*

December 8, 10, 16, 18 & 22 at 7.00pm
Tickets from £2.140 Access/Visa/Diners Club
Box Office: 01-240 1066/240 1911

Royal Opera House



Possession and passion

A Mouthful of Birds. Royal Court Theatre. Byrthirre. By Sarah Daniels. Royal Court Upstairs.

The Great Hunger. By Tom MacIntyre. Almeida Theatre. Selling the Sixties. By Peter Gibbs. Hampstead Theatre.

The Millies give you the Slop. Latchmere Theatre. Mr and Mrs Nobody. By Keith Waterhouse. Garrick Theatre.

A Funny Thing Happened on the Way to the Forum. Piccadilly Theatre.

True to form, the Royal Court is out in front addressing contemporary issues through theatrical experiment. *A Mouthful of Birds*, co-presented with Joint Stock and Birmingham Rep, uses Euripides' *The Bacchae* to explore violence as a result of "possession". Dionysus opens and closes the action;

a beautiful young man, dressed like a Cretan goddess, tumbles through a self-opening window and dances through a decaying house. From then on apparently inconsequential dialogue establishes characters like a Mother, Switchboard Operator, Businessman, Vicar. The Mother is driven to murder her child; the telephonist becomes a fake-medium genuinely possessed; Businessman expresses his ecstatic love for a pig (the Vicar in a jackstrapp) in a Galantesque pas-de-deux, only to grovel later finding the pig dead wrapped in cling-film.

Further episodes deal with hermaphrodites, alcoholism, a frenzied attack on a neighbour, a frenzied Pentheus by the Bacchae. Between these speech, dance, mime touch on Standard and Carib-English, unemployment, transvestism, transsexualism etc. A first-rate company of gifted performers present it with total conviction, but diffusion of content and style betrays irresolution. Co-authors Caryl Churchill and David Lan suggest that obsession/addiction equals possession while holding back from saying it clearly - perhaps because rationalism insinuates doubt.

No doubt, about *Byrthirre* which attacks men's dismissive attitudes to women as exemplified by 17th-century

Scout camp

The Fortnight: RSC/W H Smith Youth Festival. Stratford-upon-Avon

An American visitor to Stratford wandered into The Other Place last Sunday afternoon and thought the world was going mad. In three hours he had seen a play about the futures market in condoms, sat through an epic poem about the inevitable collapse of white supremacy in South Africa, and had been blasted by a band called Venus Love Boys while the latest in technicolour post-punk fashions were paraded on a catwalk. "I thought this was the home of Shakespeare", he sighed over his coffee. Outside in the car park he was told that with large hands as one

set came out; another went in, and the clamour went up for tickets for the rehearsed reading of *Frankenstein*. The visitor had stumbled on The Fortnight.

Two weeks of the weird and the wonderful mark the fifth RSC/W H Smith Youth Festival. It is the period in the year when members of the Royal Shakespeare Company abandon all notions of classical decorum and indulge in a saturnalian orgy of inventiveness. This year they are staging some 35 plays written scores by young people and hosting events by or for young people and special events - with barely a pause for breath from their normal repertoire.

The atmosphere is tremendous though the results are uneven. It is like a boy scout camp where everyone has to cook. If you are free to sample it, today offer a contemporary dance workshop in the morning, a piece about Elizabethan food at lunchtime,

and three world premieres, including a revue by Peter Barnes, a musical with Imelda Staunton and Diana Stubb, and Raina Hag's *The Gift*, with Niamh Cusack, Imogen Stubbs and Nathaniel Parker.

The festival culminates on Sunday with a whole day of plays by young writers, and a final fling in the evening that involve the musical talents of one of the most musically gifted companies to grace Stratford for many a season.

It is remarkable how much energy and goodwill the RSC's actors and technicians are pouring into the Youth Festival. Polished it may not be, but the air of festive excitement is not to be missed.

Barry Russell

For details of this weekend's programme, ring Stratford 296553, and ask for the Festival Office.

Divorce wasn't so easy in Anne Boleyn's Day. See Henry's solution at

The London Dungeon



Open 10 am everyday except Mondays. Tickets from £2.50. London Dungeon Station.

RETURN TO THE MAGICAL LAND OF NARNIA

THE VOYAGE OF THE DAWN TREADER

by C S Lewis, adapted by Glyn Robbins

successor to The Lion, The Witch and The Wardrobe.

'yet another winner'

— *Barth Evening Chronicle*

20 January - 14 February

Special group rates Tickets from £3

Sadler's Wells Theatre

BOOK NOW ON 01-278 8916

ROYAL CALL 20 JAN

RESOURCES

Show of faith

Barry Fox tries out the BBC's Domesday discs and player and speculates on their future

The BBC's achievement in collating and publishing the Domesday data in just two years, is truly remarkable

It is customary for the BBC, when broadcasting television programmes, to end with a plug for companion discs or tapes which are on sale for a few pounds. If the BBC follows this custom, and tails the current series of five Domesday films with a plug for the Domesday videodiscs, the announcer will be left telling the public that they can buy two discs for £230 - with the Advanced Interactive Video hardware needed to play them costing another £3,760 + VAT.

Small wonder that no-one involved in the Domesday project has the slightest idea how many they will sell, and that there is interest in any way of reducing the cost to reach a wider audience. Without a wider user base the BBC and Philips have no chance of making their AIV format a standard working tool for education and institutions.

The BBC's achievement, in collating and publishing the Domesday data in just two years, is truly remarkable. The investment, £2.5 million from Philips, the BBC and the Department of Trade and Industry, is a staggering show of faith - the BBC spent £0.3m on the 60,000 lines of search software code commissioned from Logica after Acorn found it could not cope.

The BBC says it made Acorn's Master AIV, essentially a much-upgraded BBC Micro, the heart of the system, because it was the only machine available which could cope with standard 625 line, 50Hz TV RGB and PAL signals. The other, unsung, reason was that the BBC earns a healthy royalty (believed to be around 10 per cent) on every micro sold. The Domesday hardware is not just

expensive, it is bulky - no encouragement for impoverished schools and libraries with restricted space to take the plunge.

The obvious candidate for reissue in more elegant format is compact disc, more specifically the new CD Interactive format which is under development and mixes sound, still pictures, text, data, graphics and control software on the same 12cm disc. Predictably some of the Domesday partners are playing down the possibility of Domesday on CD, but future options are open.

Under the terms of the BBC Charter the technical specification for the new LV ROM videodiscs (which store digital data as well as analogue pictures) is in the public domain. A recent Research Machines has announced a Nimbus 16-bit system which will run

The investment of £2.5 million from Philips, the BBC and the DTI is a staggering show of faith

the Domesday discs. RM justifies the even higher price, £4,495 + VAT, by stressing that the computer works faster because it takes its program instructions from floppy disc instead of the videodisc. This also leaves the system flexible if there are future upgrades in the software. Next year, there should be a Domesday package which is compatible with the IBM PC.

The hidden, key factor on cost is that all these Domesday hardware systems have in common the need to use a new generation LaserVision player which can read the new format LV ROM discs. The Philips VP415 is the first, and so far only, LV ROM machine and it costs around £2,000.

The LV ROM discs store digital data in place of conventional sound. For each picture frame (there are six kilobytes. As there are 25 frames a second, this means that a disc which stores the

maximum possible 36 minutes of interactive video or 54,000 still frame pictures per side can simultaneously hold 324 megabytes of data. As a yardstick, one floppy disc stores around one megabyte.

This digital data stores both the search software which controls the search and the statistics which are used by the Domesday system to display and manipulate graphs and charts. If the Domesday discs are used on a conventional LaserVision player, it will read the still and moving pictures, along with any sound that is available, but will ignore the digital data.

The VP415 player also plays a clever trick called "instant jump". Whereas all Philips LaserVision players to date have used a bulky gas laser, the new VP415 uses a solid state diode laser with a mirror which can flick the beam so fast that it is able to read any one of 100 picture frames (50 on each side) without noticeable delay. This is what lets the system "stroll" through pictures of a building or village. The VP415 also searches wider areas faster than before; it takes at most five seconds and on average one second to skip between different groups of still pictures.

The VP415 also has a new kind of PAL colour system decoder. This overcomes a problem which has plagued previous videodisc players - their definition falls off badly in the still frame mode. Without the 415's broadcast quality freeze frame, Domesday's Ordnance Survey maps would be too fuzzy to read.

So why does the Domesday system sit idle with a black screen for up to 10 seconds while obeying some commands, for instance to move from still pictures or text to maps?

The Acorn Master is an 8-bit machine with two blocks of memory, each of 64K capacity. This is not enough to store all the control software, so the computer must keep reading new chunks of code from the LV ROM disc. But Acorn and the BBC argue that this is not the main cause of the lengthy hangups. More, they say, it is because the videodisc

player must search the disc for data and then perform some heavy number crunching. It will be interesting to see whether the Nimbus and IBM PC 16-bit versions, with floppy or Winchester software stores, can work faster.

Realistically, the dark screens are not too much of a nuisance. The pictures and data on the discs have been carefully and cleverly structured to keep most working delays to a minimum. The streams of pictures, photos and text coming off the disc are always in step, and the retrieval software is in the middle of the disc where it is most easily found. The really significant gaps (which the demonstrators carefully steered round at the BBC launch) come when the user moves between the north and the south of England. The operator must

Without a wider user base the BBC and Philips have no chance of making their AIV format a standard working tool for education

take the Community Disc out of the player and turn it over to access a new set of Ordnance Survey maps and pictures.

Although many of the commands are under the control of a cursor operated by a tracker ball (like a mouse), a keyboard is needed to take advantage of the search facility, whereby the system hunts out all entries which match a key word. Nevertheless the Acorn keyboard has a lot of redundant keys.

The whole point of the newly proposed CD Interactive format is that it gets rid of redundant keys, controls and black boxes connected by a web of wires. The CDI player incorporates a microprocessor, and is controlled by a tracker board, touch-sensitive screen or simple alphanumeric pad. A switch to CDI and its dedicated hardware would freeze out the BBC Master

A switch to CDI and its dedicated hardware would freeze out the BBC Master computer

computer. Predictably Acorn pools the idea. The BBC says it doubts CDI could cope technically. However, the specification for CDI, as already published by the Philips Polygram joint venture formed to promote the new format, suggests that the BBC is underestimating CDI technology.

Because CDI stores still pictures as digital code, they can be reproduced in any television standard (PAL, SECAM or SECAM). So the discs become world compatible. Resolution can be normal (equivalent to conventional domestic TV) or high (for high-resolution monitors). One disc side can store up to 7,000 still pictures, or 0.3 million pages of text, or a mixture of both.

Although a CDI disc can only store around 10 minutes of motion video, this part of the Domesday project could either be sacrificed without too many tears, or sourced from a conventional low-cost videodisc player.

Certainly it would require more than two CDI discs to handle all the data, text and still pictures on the Domesday discs, but as the BBC has proved (by splitting the Community Disc over two sides), this is not the end of the world. It is much easier to make an autochanger for 12cm compact discs than 30cm LV ROMs. Already there are both professional and domestic audio compact disc players with magazines for autochangers.

Quite simply, if CDI works as well as Philips and Polygram claim, and there is no reason to doubt it - it must surely prove the ideal low-cost carrier for a stripped down version of Domesday. But CDI will not be ready for sale until late 1987 or 1988. Until then the price of Domesday is dictated by the LV ROM player and ancillary hardware.

children are not meant to fill in these boxes by referring to the charts? Their writing would have to be extremely neat and "atomic" in size. A good opportunity for presenting thought-provoking questions accompanied by illustrations has been lost. Where were the teacher consultants at this point?

The four booklets elaborate on the themes already mentioned. The texts attempt to explain in simple language some quite difficult ideas. "Inside An Atom" discusses the unimaginable size of an atom. There are more atoms in a full stop than there are people in the world - my knowledge of world population lets me down at this point, and does this mean atoms are like in hand, that we might question the validity of teaching such material to younger children without the support of practical experience in the laboratory or classroom.

"Visit To A Nuclear Power Station" is written on safer ground and tells the story of two children on a guided tour. The text is a little childish in parts but generally informative. Unfortunately, out of the 10 employees introduced to the children I spotted only one woman besides the guide. Should we not be giving encouragement to the female nuclear physicists of the future?

Of the other two booklets, "Energy" would make a useful resource for discussion with pupils. Simple energy chains are illustrated and more based on the results of a schools' questionnaire across the country. The wall charts "Inside An Atom" and "A Nuclear Power Station" are colourful and well designed, with a small amount of easily-readable information on them. "Energy Waves" begins to get more complicated in attempting to explain the relationship between radio waves, microwaves and gamma radiation.

The worksheets that accompany the charts can be photocopied but are a disappointment. They are merely black and white reproductions of the wall charts with the text missing from the white labelling boxes. Surely children



Making waves
Robert Johnsey on a pack for teaching young children about nuclear power and energy

Atoms, Energy and Electricity
Price: £13
United Kingdom Atomic Energy Authority, 11 Charles II Street, London SW1V 4QP.

While the pack wasn't written by practising teachers, Mr Colin Smith, a middle school head teacher, acted as chief consultant and the format was based on the results of a schools' questionnaire across the country.

The wall charts "Inside An Atom" and "A Nuclear Power Station" are colourful and well designed, with a small amount of easily-readable information on them. "Energy Waves" begins to get more complicated in attempting to explain the relationship between radio waves, microwaves and gamma radiation.

The worksheets that accompany the charts can be photocopied but are a disappointment. They are merely black and white reproductions of the wall charts with the text missing from the white labelling boxes. Surely children

bound recording, the total lack of sound effects (with a single exception), the repeated use of the same voices, the lack of regional accent, and the occasional "bad acting" mean that the tape is only authentic in that it is spoken by native speakers. It falls far short of "real German in situ".

This is a great pity, since the tasks in the Pupils' Book are very well thought out, attractively presented, using photos, diagrams, cartoons and maps, and have excellent follow-up activities, such as role-play, reading comprehension (supported), vocabulary exercises, extension work in the same topic area, and pair/group work. Pupils are even encouraged to use the tape on a self-access basis. There is sometimes too much emphasis on producing English (eg "write an English article on...") but generally the teacher can use each topic on the tape extensively to train pupils to acquire listening skills.

In practical terms, the usefulness of these materials is such that the "authenticity" of the recordings could be overlooked, or even turned to good use, since they are a great deal clearer and a little slower than is otherwise the case, though if all local authorities have language assistants like these, we would all be a jolly little better off. But all credit for the work that has gone into making these materials - they are, with reservations, welcome.

Colin Russell

notes

PEOPLE OF THE WORLD FRIEZE
The National Christian Education Council has produced a frieze which contains figures of people whose origins are in six

main world areas: Asia, Europe, the Far East, India, South America and the West Indies. Each area is represented on one page and identified by a shaded world map. The figures can be used to show people of all nationalities coming together to worship God.

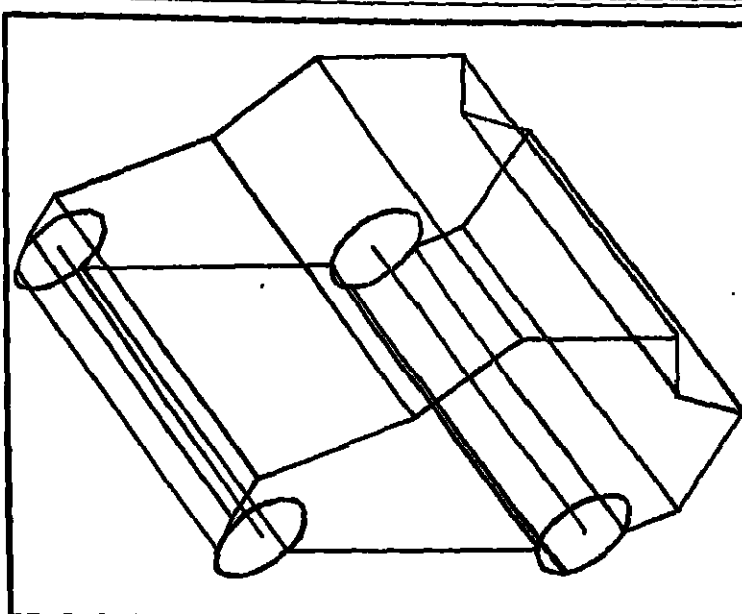
Details from the National Christian Education Council, Robert Denholm House, Nutfield, Redhill RH1 4HW.

RESOURCES/SOFTWARE



Shape up

Mike Sharpe on CDI packs



Illustrations of 'MICAD' and 'Plane Designer'

quality of output, once it is plotted or printed, will allow the most smudgy pupils to be proud of their work. For final design drawing in project environments it provides a useful tool. In the 3D version the knack of getting the shape into the computer properly takes a bit of getting used to, but the visualization power of the 3D program is worth the effort. To be able to spin your object around and see it from any angle is a great motivator.

MICAD is an economic computer-aided drafting package, and as such it performs well. This field is, however, moving very quickly indeed now and new packages are arriving all the time to rival it.

Plane Designer, from Dudley, allows the pupil to produce a complete design for three major parts of an aeroplane, the wing, fuselage and tail plane. This is then transformed into a balsal model.

By pulling a fixed shape around, the

designer can, after only a short time, produce almost any shape. The program keeps tabs on the areas of each section and the figures can be used to assess the performance of the final flying machine.

After the initial on-screen design, the drawing is plotted or printed on a sheet of paper which is in turn glued to a sheet of balsal as a template for final manufacture.

The package comes with helpful teaching notes, worksheets, information sheets and a cautious user guide, which will be useful if you have never used a computer before.

The pupils are encouraged to design and build a launcher for test purposes, which means that a lot can be gained from relative testing and analysis of results. Placing all the area data into a database, along with a judgment of the flying time, would yield yet more interest, as a pattern may emerge to enhance future design.

This package approaches an interesting and motivating CDT topic in a novel way. The problem in CDT departments will be having the printer or plotter to allow pupils to use it.

TECDV comes up for review some four years after its first publication. The package offers manipulation of prisms in 3D, allowing any view and the development to be shown on the screen. The teacher or pupil may put in their own shapes and manipulate them as required. Limited construction details are shown on the screen with the prism if needed.

The package uses the drive chart idea to allow the user to operate the program. The effect of this is to remove any useful information on what to do next from the screen, which caused a few problems. The drive charts are straightforward and the program carries out commands quickly.

The program suffers from a lack of

flexibility, in that only limited shapes can be developed. Also I found no reference to being able to print out the final development to allow a paper model to be built as an enhancement.

The GCSE courses, and the work which must be undertaken in the lower years to provide foundations for them, have little space for the traditional elements of drawing which this package examines. Work done in this area could be tackled by a more flexible package like MICAD.

Robot Arena is basically a programming language called ROBOL, which is fun to use. The idea is to develop programming skills, through the design of a screen-based robot, with a given set of attributes like movement, radar, shield and (the inevitable) missile. The final designs must stay within the boundary set by the computer and be as efficient as possible.

The structured Robol language is used as the vehicle for learning to program and the screen robots are used as test beds for the programs. Instead of drawing pictures on the screen (LOGO) or printing "Hello" over and over again (BASIC), Robol submits your program to the arena to see if it will survive without crashing into walls or the central barrier.

All the basic programming concepts are examined through the development of the screen robot and many control ideas are also introduced to the user. The radar will, for example, inform the robot what sort of an object it has just scanned. If the radar information is not used, or is used wrongly, the robot crashes.

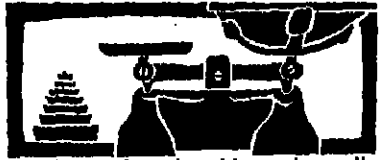
It is possible to make the robot perform tasks. These might include finding the extent of the arena, identifying all the objects within it and follow a second wandering robot around.

The language is simple and straightforward and the tools available, like the editor, are very accessible. The package is complete with comprehensive teachers' booklet and a thorough and helpful pupils' user guide.

Weights and measures

Clive Opie and Jerry Wellington on science programs in the classroom

Measuring and Weighing
D C Electricity
Produced by Shell Education Service
Box for BBC Model B and Comot
111, Hodder and Stoughton
Education, Mill Road, Dorton Green,
Sutton, Kent TN13 2Y.



so why not do real cooking and actually weigh out your ingredients? Many kitchen scales have a 'tare' of sorts, so the computer simulation has little to offer. The "Weighbridge" option could also be just as easily produced by hand.

For young children practice with numbers and basic maths is much more important than using a computer to do it for them. Perhaps where upper primary school pupils do not have access to a top balance these simulations might have some value.

If any part of this software was helpful, it was the databank of information used in the program. This provides a useful list of costs, although any teacher could pick them up on a Saturday morning.

There is very little educational value in this material. Young engineering minds should be allowed to experience many of the activities simulated in a practical way in which they would have more meaning.

D C Electricity is from the same series, but is aimed at 11-year-olds and above. The package contains material on Ohm's Law, the Wheatstone Bridge, fuses, heaters, and even Kirchhoff's Laws. This may appear slightly too much for the average 11-year-old, but there is material at various levels.

This is an area which does benefit from being simulated. Certain apparatus is expensive and easily damaged, and so it is valuable to be able to run a simulation of an experiment where destruction costs nothing.

Again, weighing is much better

simulated through practical experience.

It is extremely complicated way of doing out the length of things (you have to move cursors around). What has happened to the ruler? In the "House Plan" activity has got more useful lists of item costs, but this is probably its only value. It really is a go home with a sheet of paper, measure your house by walking round it and then log the results down on paper.

Again, weighing is much better simulated through practical experience.

It is extremely complicated way of doing out the length of things (you have to move cursors around). What has happened to the ruler? In the "House Plan" activity has got more useful lists of item costs, but this is probably its only value. It really is a go home with a sheet of paper, measure your house by walking round it and then log the results down on paper.

Again, weighing is much better simulated through practical experience.

It is extremely complicated way of doing out the length of things (you have to move cursors around). What has happened to the ruler? In the "House Plan" activity has got more useful lists of item costs, but this is probably its only value. It really is a go home with a sheet of paper, measure your house by walking round it and then log the results down on paper.

Again, weighing is much better simulated through practical experience.

bits

PRICE CASSETTES
Micro Express, suppliers of computing equipment and peripherals, have

withdrawn all cassette-based software titles from their new catalogue which will be out in January, and are offering them at half price to schools.

Publishers include 4Maton, Acornsoft, ASK, AUCBC, Clares, Chalksoft, Mirrorsoft and Sinclair. Orders should be placed quickly as it is a "first come first served" offer.

Micro Express Ltd, Silicon House, Fowles Street, Rothley, Leicestershire LE17 7PU (tel: 0533-375757).

HI-TECH EXHIBITION
The Third High Technology and Equipment Exhibition will be held at the Barbican Centre, London, from January 21-24.

KEEPING AHEAD IN EDUCATION & TRAINING



The Third High Technology and Equipment Exhibition - probably the best forum during this financial year to view, compare and discuss the very latest technology and equipment available to all sectors of Education and Training.

This four day event, with combined exhibition and conference, has been designed with the sponsorship of the British Educational Equipment Association, to provide the most comprehensive overview of the expanding high technology content of education and training in the late 1980's.

THE THIRD HIGH TECHNOLOGY EQUIPMENT EXHIBITION
Exhibition & Conference
Sponsored by the BEEA.

Wednesday 21 to Saturday 24 January 1987

Barbican Exhibition Hall, London.

Please send me information about this exhibition

Please send me information about this exhibition

Please send me information about this exhibition

Please send me information about this exhibition

Please send me information about this exhibition

Please send me information about this exhibition

Please send me information about this exhibition

Please send me information about this exhibition

Please send me information about this exhibition

Please send me information about this exhibition

Please send me information about this exhibition

Please send me information about this exhibition

Please send me information about this exhibition

Please send me information about this exhibition

Please send me information about this exhibition

Please send me information about this exhibition

Please send me information about this exhibition

Please send me information about this exhibition

Please send me information about this exhibition

Please send me information about this exhibition

Please send me information about this exhibition

Please send me information about this exhibition

Please send me information about this exhibition

Please send me information about this exhibition

Please send me information about this exhibition

Please send me information about this exhibition

Please send me information about this exhibition

Please send me information about this exhibition

Please send me information about this exhibition

Please send me information about this exhibition

Please send me information about this exhibition



Pictures from the Gateshead Project and the Dover Project

Domesday: the school album

Gillian Macdonald on a chance to see the children's work for the Domesday Project

SCHOOLS TELEVISION NETWORK FEATURES
The Domesday Project
BBC2, Monday 11.00am.

Forget LV ROMS, forget Advanced Interactive Video and all the confusing terminology that surrounds the BBC's Domesday Discs. Just for a moment, let's stop and look at the hundreds of thousands of children and their teachers who took part in the Domesday Project.

This is what producer Michael Coyle's programme *The Domesday Project* allows us to do. He describes it as "a celebration of a unique educational event."

That's certainly one way of looking at it. Fourteen thousand schools around the United Kingdom each contributed their bit to the community disc, one half of the BBC's massive new database on Britain in the 1980s.

In 40 minutes it's difficult to convey the year's work that went into such an undertaking. Where the programme does so well is in moving around from England to Scotland, Northern Ireland and Wales, and tasting the diverse cultures that belong to our schools. Unfortunately it's an exclusively white culture that is shown, but from shots of the isolated Hebridean island of Lismore, with young voices singing Gaelic

folk songs, to the hubbub of Gateshead, Europe's largest shopping centre, something of the flavour of the various communities is captured.

So too is the range of information that the children typed in to their computers for sending on floppy disc to the Domesday compilers: the history of Dover as a sea port; the legend of St Columba and St Moluag's race to Lismore; or the study of Belleek pottery in Northern Ireland. The children's texts on history, art and society, along with statistics of landcover and amenities, are woven in with their photographs, 54,000 of which make up what is described as "a UK family album".

The programme shows how the information ends up on the Domesday database and illustrates how it might be called up by anyone wanting information about an area on the map.

It also dips into some of the more exciting spin-offs, as teachers developed the project beyond the information required for the discs, to produce a play about Halley's Comet for the annual Dover Pageant, a catalogue of all plant and animal life in Lismore, a leaflet badge business in Cymbran, and a computer database about Gateshead for local industry and tourists. All of them helped to forge links between the schools and the rural communities or industry.

Whatever the future success of the Domesday Discs, this programme is a very welcome record of an educational project which drew together schools and communities around the country at a time when the teachers' dignity was at its height. It is also a celebration of the pupils and teachers who committed so much time and enthusiasm to the project.

Like the film producer receiving his accolade with speeches of thanks to his back-up team, the BBC here seems to be studying back and acknowledging that "without all of them none of this would have been possible". What a pity it won't get an evening showing till next month.

Theatre of war

The World at War
Channel 4
Sundays, 7.15pm.

The Second World War has no clear focus of interest, like its predecessor on the Western Front, and presents a rather different problem as the subject of a television history. The 26 parts of Jeremy Isaacs' series, made some 13 years ago for Thames Television, are consequently more or less self-contained, and in some ways this increases their value as educational material. They can now, under the agreement with schools and colleges, be recorded for classroom use and, in part or in whole, the series will be an important resource.

It starts with the rise of National Socialism in Germany, as a prelude to the second programme (December 27), which describes the invasion of Poland and the "phony war" in Britain. This complements *A People's War*, currently being broadcast on Channel 4 on Monday evenings and giving a rather different perspective on the same events. *If The World at War* is conventional history, with its broad view of political and military developments across the various theatres of the conflict, the latter series studies the effects of bombing, rationing, evacuation and women at work on ordinary people and, backed by material from Mass Observation, often suggests a gap between the accepted image of the home front and the reality.

Otherwise, both series draw on a similar range of sources, chiefly documentary film and interviews with survivors. *The World at War* is clearly a sequel to Jeremy Isaacs' *The Great War*, a magnificent early demonstration of the ability of television to exploit the documentary archive to construct an enthralling historical narrative. Neither of these was uncritical of "official" history, but they prepared the ground for the more detailed counter-arguments of *A People's War* and similar programmes which can only be properly understood in relation to the full story.

Robin Buss

Next week

Reviews of 'The Trouble with Sex' and 'Make Your Own Video'



Odysseus updated

CHILDREN'S TELEVISION
Odysseus - The Greatest Hero of Them All
BBC1, Thursdays and Fridays 4.15pm.

Barney Fugelman, the hero of Howard Jacobson's novel *Peeping Tom*, is given to wandering the Cornish cliffs in a long fur coat and snakeskin shoes with built-up heels, an exorcism on the landscape and an affront to the serious walkers with their backpacks, sleeping bags and methane stoves. I was reminded of him by the very urban figure of Tony Robinson, the presenter of *Odysseus - The Greatest Hero of Them All*.

Them All, who, dressed in a mauve buttoned-up shirt, white shoes, jeans and an open overcoat, can be seen standing upon a hill overlooking the coastal village that represents Ithaca, bounding along the sand dunes describing how the Trojans drove the Greeks back to their ships, or crawling up a flight of steps on his hands and knees to show how Odysseus tried to get a glimpse of Helen.

The opening episodes dealt with Odysseus's boyhood, the marriage of Helen, the pact which Odysseus proposes to her disappointed suitors, and the early skirmishes of the Trojan war. The action and narration took place in

a succession of impeccably British-looking settings - coastal cliffs, dilapidated buildings, woodland. An assortment of living and inanimate props helped to fill out the background. An olive-green truck did duty for one of the armies; a group of bemused holidaymakers on a quayside appeared to have been press-ganged into the role of Ithacans in their harbour.

The intention of the series, clearly, is to make the myths accessible to children who might not otherwise turn to the original sources. It's not just the settings which are domesticated and updated; the language, too, is breezily contemporary. Odysseus's disreputable grandfather, Autolycus, advises him to "tell a few whoppers" if the going gets tough. Agamemnon's gold lame tent, set on fire during a Trojan attack, is described as "melting and shrinking like a burning crisp packet".

This is a lively and entertaining version of the Greek myths and Robinson throws himself into his multiple roles with enthusiasm. He tells the stories which are domesticated and updated; the language, too, is breezily contemporary. Odysseus's disreputable grandfather, Autolycus, advises him to "tell a few whoppers" if the going gets tough. Agamemnon's gold lame tent, set on fire during a Trojan attack, is described as "melting and shrinking like a burning crisp packet".

Odysseus's boyhood, the marriage of Helen, the pact which Odysseus proposes to her disappointed suitors, and the early skirmishes of the Trojan war. The action and narration took place in

Ashok Bery

Asian affairs

Sunday East
Channel 4, Sundays 9.25am.

"Social nappy changing", that was a comment by one young Asian on parental attitudes to arranged marriages, on the first of Channel 4's *Sunday East* programmes, and one hoped that the rest of the series would continue in this vein. *Asian* Productions uses new and young Asian directors for this new slot which will run for several next months.

The series has so far dealt mainly with issues of topical interest to the Asian community, largely ignoring the usual song and dance routines that the BBC serves up to its Asian audiences. *Sunday East* makes a brave attempt to move away from worn-out family viewing themes to focus on current affairs, social issues, literature and the arts in relation to Asians in the country. The cricket programme featured only cricketers born in Yorkshire can represent the county. This was a subject that could have been a challenge to any programme, but it became a round of plodding questions and repetition. What did emerge was a subject that could have been a challenge to any programme, but it became a round of plodding questions and repetition.

What did emerge was a subject that could have been a challenge to any programme, but it became a round of plodding questions and repetition. What did emerge was a subject that could have been a challenge to any programme, but it became a round of plodding questions and repetition.

how to tackle reading problems. Information leaflet available from BBC School Radio, 1 Portland Place, London W1A 1AA.

General interest

TO TURN A BLIND EYE
(Tuesday, 18.50 BBC2)
A second chance to see Farrukh Dhoty's play about the developing friendship between a blind old man and a young Asian boy. First shown in the schools' series "Scene".

MICRO LIVE
(Friday, 19.30 BBC2)
When seven phone calls out of 10 fail to make contact and two out of every five first-class letters fail to arrive within a day, the future of business communication is in electronic mail. This programme examines the fastest-growing use of the personal computer.

Uma Ram

Geography



An integrating and central subject

Mapping out the future

NIGEL PROCTOR

Not that the Secretary of State for Education and Science has been in office for even months he will be turning more of his attention to the curriculum. This consideration of the role of a number of academic subjects, it would be hard to find a little more supportive towards the claims of geography than his predecessor, Sir Keith, when he addressed the Geography Association in June 1985, at no time did he consider geography as an essential part of the school curriculum, whereas his opening remarks to the Historical Association in February 1984, were "I am clear that geography is an essential component in the curriculum of all pupils - it should be present throughout the primary and secondary phases up to age 16; and this should be explicit in any future curricula of curricular objectives for primary as well as for the secondary phase."

It is a more positive statement by Sir Keith about geography's value is revealed. After all, most of the recent curriculum statements have been negative. It is not surprising that the focus on today's - and tomorrow's - world is not matched by a preference for a subject devoted to describing and explaining the contemporary scene and predicting possible futures rather than to a study of past times. Mr Baker will be aware that the department's Aims of Schools states that the curriculum should "help pupils to understand the world in which they live, and the ways in which it has changed and is changing."

What *Sunday East* could have in its favour is the potential to be watched by non-Asian audiences, because it has a far chosen topics of intrinsic interest. But the series is let down by general presenters who balance clipboards on their knees and read their questions to their guests. To my dismay, they were unable to pronounce Asian names.

What *Sunday East* could have in its favour is the potential to be watched by non-Asian audiences, because it has a far chosen topics of intrinsic interest. But the series is let down by general presenters who balance clipboards on their knees and read their questions to their guests. To my dismay, they were unable to pronounce Asian names.

it could be argued that geography would develop their spatial intelligence, particularly through the study of maps. The "basics" of education are considered of vital importance by Mr Baker and his department and by Lord Young and industrialists. Perhaps they are unaware that a leading philosopher - Deurden - believes that map-reading is a basic skill. Certainly, in today's world of travel, there are many advantages in being able to read a map - of a delivery area for distributing goods, or of motorway and air travel networks.

Apart from noting the value of geography in the school curriculum, Mr Baker will be analysing geography's responses to his predecessor's address to the Geographical Association. He will find that some will have taken issue with placing geography in the humanities rather than in the sciences. Human geography, with its use of quantitative techniques to bring greater precision to scientific enquiry, is surely a human science, while pure physical geography is a natural science. This leads us, of course, to recognising the greatest problem of placing geography in either the humanities or sciences faculty - the removal of the emphasis on the inter-relationship of physical and human geography.

In his address Sir Keith saw geography as "a bridge between the humanities and the sciences", which seems to contradict his earlier suggestion that geography is a humanities subject. Moreover, it conjures the picture of two separate, but secure, educational "worlds" with geography suspended precariously in between. I prefer to think of geography in school as an integrating and central subject dealing with spatial aspects of the humanities, the sciences and mathematics.

Sir Keith argued that "Geographers themselves have to be clear about what their subject is uniquely or best qualified to offer, since it is on this basis that the subject's claim for scarce curriculum time should be made and judged." Reference to "uniqueness" in education is unusual, for few subjects can claim such properties; however, I would argue that geography is unique in schools in bringing together such disparate studies. The subject's value to this inter-disciplinary context has

never been fully recognized by the DES.

Mr Baker will also find that some geographers were upset when Sir Keith made veiled criticisms of radical activists in the subject, though his comments were not as extreme as those to the Historical Association, when he argued that teachers should "lead children to consider which aspects of national events, institutions or culture are most deserving of admiration." But the removal of critique and controversial topics contradicts the principal Aims of Schools "to develop lively, enquiring minds, the ability to question and argue rationally." William Hazlitt once said that "when a thing ceases to be a subject of controversy it ceases to be a subject of interest", and contentious issues must be included. Geography teachers should introduce controversial topics such as spatial inequalities, the oppression found in such countries as Chile, USSR and South Africa, and the danger of upsetting the delicate ecological balance in both less developed areas like Amazonia, and more developed regions ravaged by acid rain and pollution.

Mr Baker will be seeking to raise standards of teaching and he is probably therefore fully aware of the enthusiasm shown by geography teachers, and the great strides which have been made in teaching the subject. For instance the geography projects funded by the Schools Council set new standards, one being referred to as the "Jewel in the Crown" of the Council. Even before Cockcroft's recommendation of "mathematics across the curriculum" geographers were using quantitative techniques and scientific method to bring greater precision and sophistication to geographical study. In today's world of IT geographers are taking a lead in devising new programmes. They are able to consult an impressive range of academic journals, and there is evidence that more geographers have gained promotion to key posts in schools than from any other subject of comparable size. Geography teachers have shown enthusiasm and initiative in the firm belief that their subject provides an important contribution to children's learning. Mr Baker should recognize this commitment and reward geographers by giving their subject a major place in the curriculum.

Nigel Proctor is PGCE geography tutor at Manchester Polytechnic's Didsbury School of Education.

Resources for a balanced approach

The Dynamic Landscape. By M J Readman and F M Mayers.
Oliver and Boyd Resource Book
£4.50. 0 05 003806 0. Copymasters
£20.00 + VAT per set. 0 05 003807 9.

Overestimating the ability of the intended reader is a common failing of geography books. They are often just too hard for those who are supposed to use them. This criticism is valid for both text and diagrams. The resource book and copymasters for *The Dynamic Landscape* claim to be "for those students expected to obtain a CSE qualification, or its equivalent within the GCSE and Scottish Standard Grade systems". I believe the authors have got it just right, and that in itself is a considerable achievement.

The resource book covers the physical landscape, meteorology, climatology, vegetation and soils but in a more integrated fashion than the book is full of colour throughout, the expense of which is justified by the clear maps and diagrams that are a result. There is minimal text, in fact just sufficient to act as a vehicle for the introduction of key words and phrases. These, as in so many similar books today, are highlighted for easy reference and revision.

The copymasters are some of the best of their kind. On a purely practical

Perceptions of poverty 34
Walking the Pennine Way 35
The Geography, Schools and Industry Project 36
School journey to Holland 37
GCSE: the regional emphasis 38
The "little brown book" 39
The spiritual dimension 40

note they are printed clearly on stiff, coated card. They arrive shrink-wrapped and hole-punched ready for filing. The content of each card is closely related to the resource book - the same headings are used and page and diagram references are given. There is always a problem with worksheets of how much space to leave for students' answers; whatever decision is taken some bright spark will need twice the area allowed. These copymasters provide adequate space - without making the teacher feel he or she is paying for too much white space - and put all "in your notebook" questions to the base of the page.

With the resource books at £4.50 each and the copymasters at £20.00 plus VAT per set, the decision to adopt the material is not easy. And when budgeting, don't forget the cost of photo-copying. Using just half of the 68 copymasters for a class of 30 means more than a few boxes of chalk off the department's spending. Finally it should be pointed out that the copymasters are not really of value without each student having access to a resource book. Similarly the material in the resource book is not sufficiently well developed to be of value without the copymasters in support. But together they make an excellent course base - worth the money, if you've got it.

Graham Hart

Checklist

GEOFILE

— the information service for geography teachers and students

- monitors a wide range of publications to give you concise, up-to-date reports on current geographical topics
- now with increased physical geography content
- illustrated with maps, diagrams and tables; photocopyable throughout
- published in three issues — 20 four-page information modules a year

MAPS, PLACES AND FACES GOING ANYWHERE THIS SUMMER? ARE YOU A BORN SURVIVOR?

- three activity-based books from ALTERED IMAGE PUBLICATIONS
- for use with mixed-ability classes of pupils from 12 to 16 years
- teach basic skills and concepts through a lively, oblique approach which catches pupils' interest and translates their everyday experience into geographical settings

£2.25 each or £17.50 for a pack of ten of one title

Order your approval copies now

To: Mary Glasgow Publications Ltd, FREEPOST, Brookhampton Lane, Kington, Warwick CV36 0BR (No stamp needed in UK)

Please send me the following titles on 21 days' approval:

GEOFILE 1986/87 series: issues to date ☐

MAPS, PLACES AND FACES ☐

GOING ANYWHERE THIS SUMMER? ☐

ARE YOU A BORN SURVIVOR? ☐

Mr/Ms/Ms/Ms

School/College

Address

Postcode LEA

The Geography, Schools and Industry Project

Economic strategies

GRAHAM CORNEY

The Geography, Schools and Industry Project is one of the many current initiatives designed to make the school curriculum more relevant to young people as a preparation for adult life. (An article in the 725 *Geography Extra*, April 13, 1984, 'Industrial Perspectives', explains the broader educational context of GSIP.) Established in 1984, GSIP has its focus on geography teachers and the way in which they can contribute to pupils' economic awareness and understanding. This is exemplified in the Project's aims:

1 to identify the contribution of geography teachers in helping pupils aged 11-16 to increase their economic understanding;

2 to involve geography teachers, together with other adults, in the development, evaluation and dissemination of activities designed to increase such understanding.

Its approach is a partnership between local groups - consisting of teachers, advisors and industrial representatives - and a small central team based at the University of Oxford Department of Educational Studies. Currently, some 60 schools in ten L.E.A.s are involved in developing, evaluating and disseminating new schemes of work and approaches to curriculum development, in the context of their own needs and local organization. The central team supports and co-ordinates this work, helps to monitor and evaluate developments, and disseminates guidelines and materials nationally.

The main outcomes of this work are intended to be:

1 continuation of an active network in each Project L.E.A., implementing Project aims after central funding ceases;

2 production of a teachers' handbook, containing sample schemes of work, approaches to curriculum development, and guidelines to help other groups (such as L.E.A.s and G.A. branches) implement Project aims.

The diagram outlines the process of curriculum planning advocated by GSIP. Elements of this process are familiar to many geography teachers, especially those with experience of the Avery Hill, Bristol, or 16-19 Projects. The overall process outlined here, however, was developed by teachers and other people involved in GSIP; it is based on evaluation of their work in the Project.

The geography teachers' starting point is their aim of contributing to pupils' economic understanding. The nature of this contribution is likely to vary between schools, influenced by and influencing the aims of their

geography department curriculum, and overall school curriculum. In some schools, this may be within the geography syllabus for a particular age group; in other schools, the geography teacher is contributing to cross-curriculum courses, such as TVEI and modules relating to economic understanding, and to whole school policies.

The involvement of adults other than teachers is placed centrally on the diagram because GSIP sees this as an important element in the process. Such involvement can take a variety of forms; for example, at the planning stage, a person from industry can provide up-to-date information and suggestions about teaching strategies, and at a later stage, can collaborate with the teacher and pupils in the classroom and help in evaluation.

Three closely interrelated elements follow. The first consists of the identification of the objectives around which a scheme of work can be planned. GSIP is keen to promote:

1 knowledge and ideas which centre on concepts of economic understanding developed in a geographical context. Examples of such concepts include: the nature and allocation of resources; scarcity and choice; private and social costs and benefits; opportunity cost; wealth generation and distribution; equity;

2 skills which are useful to pupils and transferable to many situations;

3 pupil appreciation of alternative viewpoints and clarification of their own.

The second involves the selection of pupil learning activities, which to a large degree are dependent on teaching strategies. GSIP is keen to promote active pupil participation in learning, through varied and carefully selected teaching strategies. The third is the selection of appropriate resources which help to achieve teachers' objectives.

Pupil outcomes and the assessment of pupil achievements depend on previous elements in the process. GSIP is keen to use pupil outcomes, exemplified through written work and in other ways, as demonstrating pupil achievement and learning, and in helping to diagnose their future needs.

Evaluation is seen as being a very important and continuous process in all aspects of teaching. In particular, GSIP is keen that evaluation of

schemes of work should be used as the basis for successive schemes, and that evaluation of the whole process of curriculum development should contribute to teachers' professional expertise.

The following examples of work with pupils demonstrate aspects of the curriculum planning process and of how geography teachers are contributing to pupils' economic understanding.

A primary school has developed a six week unit of work for its fourth year (10-12 year-old) classes, related to re-development of part of their town centre. Pupils carried out site visits,

fieldwork and discussions with local business people, used the knowledge and understanding they gained to decide how they would re-develop the site, and then reported and justified their decisions to parents and members of the community. This work helped pupils appreciate a number of important concepts, including the nature and allocation of resources, opportunity cost, and private and social costs and benefits. The work involved many subject disciplines in the curriculum. This unit was planned and carried out by the class teachers with the involvement of a number of other people: in the educational field, these included the deputy head, local schools-industry co-ordinator (a School Curriculum Industry Partnership Co-ordinator), and members of the L.E.A. primary and geography inspectorate (one of whom acts as the GSIP co-ordinator); in the industrial field, these included planners, architects, property developers and business people.

The geography department of an 11-18 comprehensive school has developed a two week unit of work for its third year (13-14 year-old) classes. Pupils studied local employment statistics and business advertisements to gain an understanding of some of the links between economic activities and the community. Then to further this understanding, they carried out a simulated public enquiry on an actual proposal to develop an open cast mine in the school's catchment area. This work was developed specifically to help pupils appreciate the concept of private and social costs and benefits.

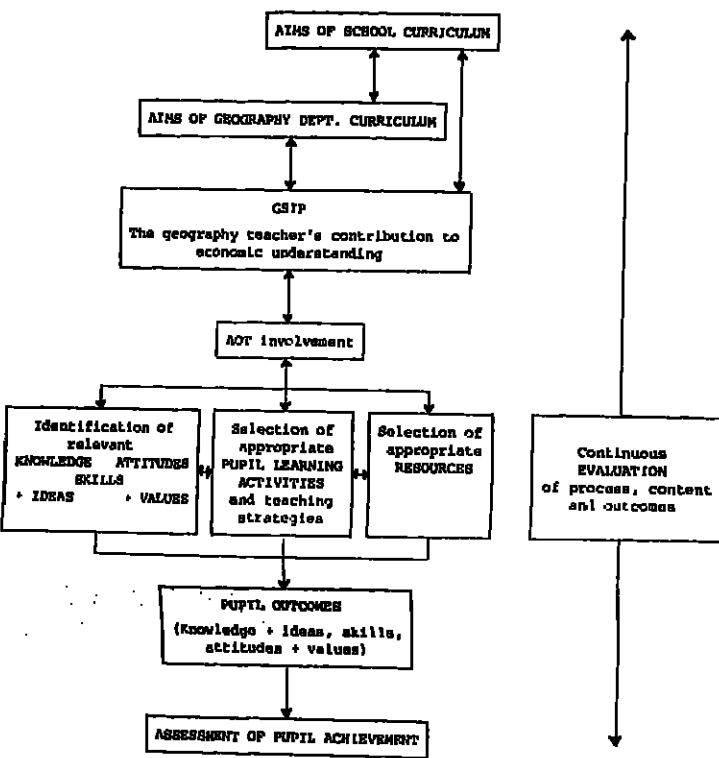
The work was planned and carried out by a geography teacher, with support at the planning stage from the GSIP local co-ordinator (the L.E.A. geography inspector), representatives of a local newspaper, an employment exchange, and British Coal.

In a 13-18 comprehensive upper school, the geography department is contributing to the school's TVEI course by teaching a six week module on the nature, management and community links of selected manufacturing industries in the school's catchment area. Pupils are designing interview schedules and observation sheets; they are experiencing work in key departments in the firms (such as manufacturing, personnel, sales and marketing); and they are carrying out a range of planning, decision making and problem-solving exercises both in school and in the industrial premises. This work involves the understanding of a number of economic concepts, in particular, scarcity and choice; wealth generation and distribution; equity; interdependence and specialization. The work was planned and carried out by the geography teacher and representatives of the firms, supported by the local GSIP co-ordinator (a seconded teacher).

These three examples demonstrate a variety of contexts in which geography teachers, involved in GSIP, are contributing to pupils' economic understanding.

Further information about GSIP is available from the University of Oxford Department of Educational Studies, 15 Northam Gardens, Oxford OX2 6PY. Tel: 0865 54121.

Graham Corney is Project Director, and tutor in Geography, University of Oxford Department of Educational Studies.



The process of curriculum planning in GSIP

Out in the field

Fieldwork Exercises in Human and Physical Geography
By M H Matthews and I D L Foster
Edward Arnold £3.75.
0-7131-7357-2.

Fieldwork Investigations 1 Landforms
2 The Natural Environment. By Sue Warn
Arnold-Wheaton £1.65 each. 0 560-66500-8, 0 560-66501-6.

We are just entering a new wave of publishing concerned with fieldwork and projects. The last major upsurge was in the sixties and early seventies. No doubt this is a response to the newly-revealed demands of the National Criteria and the GCSE which require a great deal of fieldwork either as a project or in an examination. The increased importance of continuous assessment also features fieldwork and practical activities. A-level syllabuses also continue to include fieldwork.

Matthews and Foster's book is aimed at A level students and a short but useful introduction explains the book in its context. It can be used in class or by individuals working alone. The exercises are designed to give practice in using a wide range of data sources, various techniques of data collection and different methods of data analysis in variety of environments. The layout and design make the book easy to follow and it is well structured but the detail is relieved by diagrams only. It seems a great pity that there are no photographs.

On the whole the coverage is good and fairly comprehensive. There is reference to Landscape Evaluation, The Internal Structure of the City, the CBD, Urban Neighbourhoods, Agricultural Land Use, Forest Interception, Water Balance in Soil Profiles,

River Velocity, Morphological Mapping and many more useful activities. There is a strong emphasis on soil and vegetation studies.

Separation of human and physical components may not suit many of the newer syllabuses where a 'holistic' view is required. Actual case studies could be used more often and there seems to be something of a deficiency in historical geography based investigations, in settlement studies as such and in conversation/planning studies. However, the book is clear, relevant, practical and valuable and would certainly be of great use to sixth formers, especially these working alone.

Sue Warn's series consists of 32 page booklets with attractive, durable covers, packed with practical information on investigations such as Microclimate, Investigations in Your Local Area, Soil Sampling Methods, Soil Profile Studies, How to Sample Vegetation, River Investigations and detailed activities on slopes, glaciated areas and coasts.

There are many excellent project ideas and everything is explained clearly and briefly. Bold headings allow the eye to pick out the essentials without delay and a richness of diagrams, tables, charts, sketches and photographs illustrate the text simply and clearly. Many of these are very well related and do a great deal to explain those details which the student may find a problem, for example, under what is the bankful stage and how do you recognise it? It is clear that this series has been much aided by previous investigations. Teachers will look forward to three additional booklets due out next spring.

Bryan Walter

Land reclamation - a school journey to Holland

Behind the dikes

OWEN SURRIDGE

Holland is a garden lying on the sea bed; its houses moored, entrances bridged and gated, at once naked and secure. There is about them a dreamlike quality, the more so where the woods are deep and the buildings opulent. Reality lies hidden and penned behind the dikes. Occasionally it breaks through, disastrously in 1953 when the sea ripped the pretty picture, tore houses, tore streets, tore corpses floating like sodden dolls in a bath tub.

None of this can be gleaned from a textbook: the facts offered by print do not convey the uneasiness, the awareness of danger lapping at the edges of the garden. Only a visit can do that and preferably, for geographers and others wishing to pierce the surface, a visit confined to looking at those things which underpin the prettiness.

I accompanied a party from Davenant Foundation School of Loughton, Essex, whose aim was to do just that on a tour arranged by Galloway Travel of Suffolk. The youngsters were obviously well prepared for the journey but for them, as for me, the reality came with the seeing.

The awakening took time. At first I might have been in East Angles, the landscape as expected, the dunes beside the sea so much like the undulations of England as to deceive. Teachers take the youngsters observe, think, wait. They gathered handfuls of sand, peat and sea shells; the truth was not so mute. All about was water, channelled, life-giving, tame; the casual eye harmless, but the land danger was there. The ditches and dykes are full to the brim to keep the water and silt; left to dry out they would crumble. Despite the fact that the water flows, responding to tides which expel them eventually to the sea, and every landowner must see to it that the dykes are kept in good repair.

At the Oostvaardersplassen we saw one of Holland's first steam pumping stations, built to drain the IJsselmeer, a huge and expanding lake which threatened Amsterdam in the 19th century, but now quietly retired. Eight acres still hold vast buckets which were dipped and emptied by a pump, acclimated the world's largest; in its heyday this moved 320,000 litres a minute, tipping the lake water into a

ring canal built for the purpose. The museum contains a working model showing the dike system of the Netherlands, regularly flooded and as regularly drained. In a small cinema there we saw a lively cartoon tracing the development of Holland. Next came a film showing the floods of 1953, with lines of men trying vainly to block broken dikes with sandbags. Shadows of rescuers flitted across the screen, faces of survivors, dead animals, pictures of farms disappearing beneath the sea. I saw dikes differently after that.

Afterwards the journey lay through some of the country's oldest 'polders', the Wormer, the Beemster, the Schermer with its three linked windmills. One of these is a museum, its interior still set out for small-scale living, neat as a doll's house, but open only in the summer.

Beyond was Enkhuizen and the high point of the journey, a drive across the dike which divides the old Zuider Zee into two very large lakes, the Markermeer and the IJsselmeer. The dike runs, seemingly, straight out to sea. Out of sight on the far side is 18-year old Lelystad, almost as distant as Dover is from Calais. The dike is curved, some said to prevent boredom in drivers, others because dikes are stronger that way. The real reason can be seen by a glance at the map; the line follows shallow water and is shaped to provide a sheltered harbour for Lelystad when, incredibly, the wild waters of Markermeer are drained.

Wind and water are not the only hazards here. The enterprise is threatened by the coypu, a beaver-like South American rodent bred locally for its fur. Escapees have set up home in the dike and their burrows can be seen deep along its bank. To geographers this is an example of biological weathering, to the Dutch a very real threat to their plans.

Lelystad offers two important sights, the New Lands Museum and the reconstruction of Batavia, a vessel built in 1628 for the East Indies trade. It foundered the following year after a mutiny by a drunken crew. At present the ribs of the hull-made hull rise stark from the sand, like the columns of some unken cathedral.

Those working on the project are willing to explain how they are restoring the design with the help of a shipwright and museum records. The vessel is due to be launched in 1989. The boat-yard is only about 100 yards from the museum. So new is the land here that it trends like a beach and is only patchily overgrown.

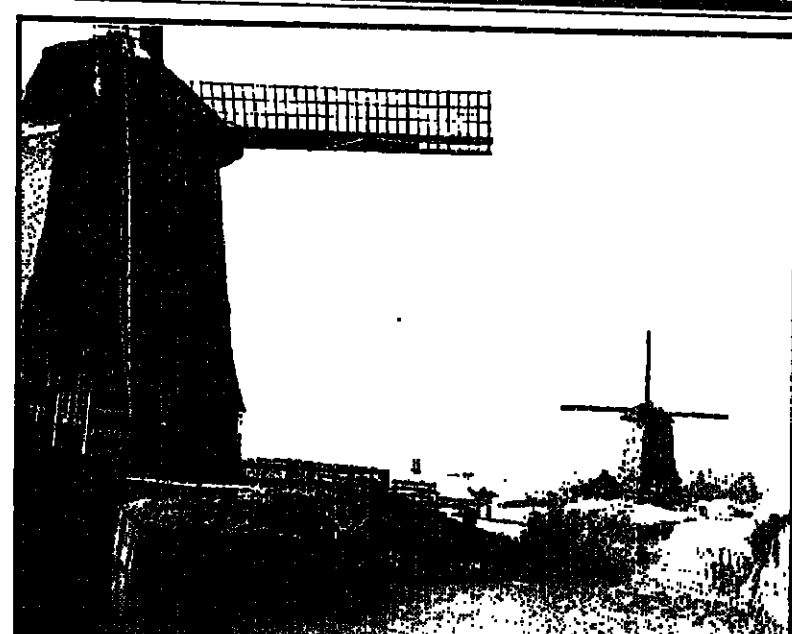
The New Lands Museum celebrates the Zuider Zee reclamation project, conceived by Cornelis Lely in the 1920s. It offers dramatic slide shows of Holland's struggle against the sea and models demonstrate how the battle is conducted in this area.

Holland's dams grow larger and more ambitious. The plans are impressive. Next day we confronted the raw concrete and steel of the reality, at the 4½ km Haringvliet Dam, with its 17 double-gated sluices in the south-west delta. Within, remarkably uncomplicated machinery can raise 34 steel gates in 20 minutes; they weigh 550 tonnes each, double that when iced up. Operation of these sluices is complex. They hold back, on the one hand, the waters of the Rhine, the Maas, the Waal, on the other the sea. Excess fresh water is let out at low tide to prevent the entry of salt water but the

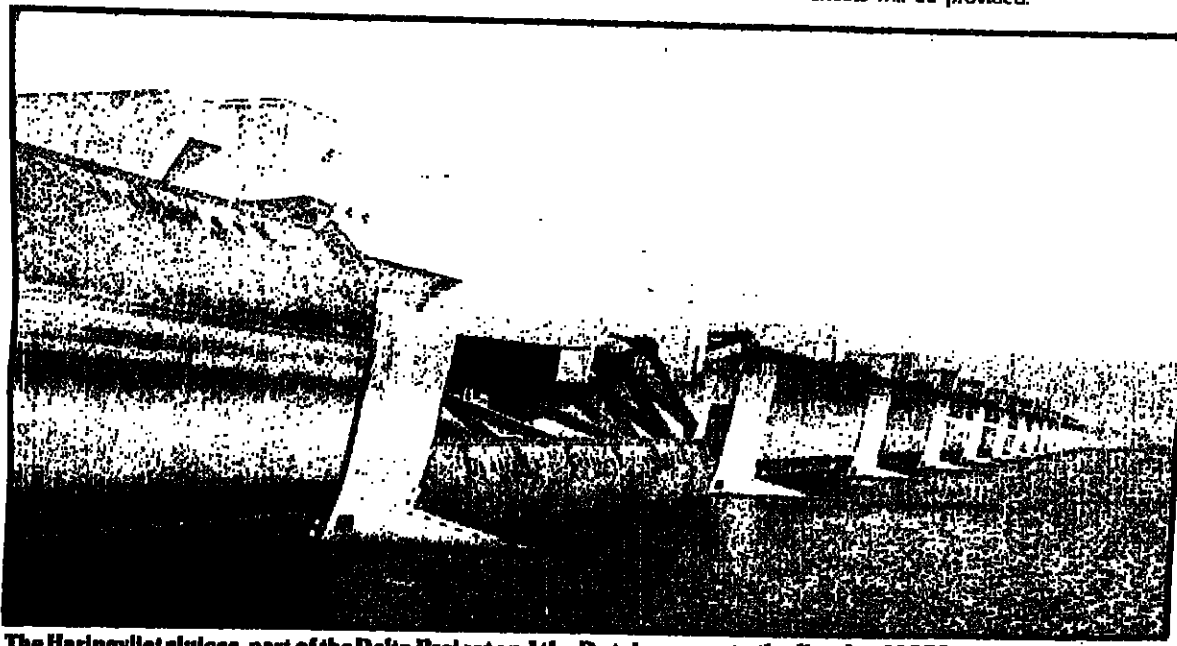
need to discharge must be balanced against the needs of water users inland.

Beyond the Haringvliet lies the new barrage across the East Schelde, officially opened in October but not yet in view. It is part of the same scheme, even more complex and designed to ensure that although the seaway is still open it can be controlled when storms threaten.

Background information can be obtained from the Royal Netherlands Embassy, London; maps and charts from Simmonds of Long Acre, London WC2. A new book *Europe Today* (Bell & Hyman £4.95) offers a useful introduction. If you travel with Galloway, notes, maps and worksheets will be provided.



Land reclamation 17th century style. Windmills at Schermer Polder: the set of the sails indicates that they are out of action.



The Haringvliet sluices, part of the Delta Project and the Dutch answer to the floods of 1953.

New and updated

Western Europe. By T W Randle.
Oliver and Boyd £4.75. 0 05 003918 0
Understanding Human Geography. A
Practical Approach. By Michael Raw.
Bell and Hyman £5.95. 0 7135 24995

The market is now wide open for new and updated texts intended for GCSE courses. *Western Europe* is the successor to the author's *Geographical Studies in Western Europe* and consists of a wide collection of regional studies on a European geography theme. Use has been made of some of the illustrations from the previous text but this one does not include the exercises found in the earlier work. Tasks are provided in a set of copymasters which can be duplicated for class use.

The author approaches Europe through the northern lands, moving south via the Germanic areas and then Italy. The book is very informative, for example giving a fair amount of detail on topics such as French agricultural organization and agriculture and climate in south Italy. Where in-roads are up to date and there is a wide use of photographs. The colour illustrations, and more use of the author has enhanced the book. An index to allow studies to be made on a systematic basis. For example, under 'Mass Tourism' the reader is directed to the French ski resorts, Florence, Languedoc, the Swiss holiday resorts and Venice.

The book therefore is adaptable, informative and well presented; a welcome addition to the European textbook range, but definitely suited to

the more able GCSE pupil.

In contrast to *Western Europe* Michael Raw's *Understanding Human Geography* is a completely new book aimed at the GCSE market, but also suitable for continuing GCE courses and the Scottish Higher Grade exam. It is attractive in its layout and presentation which includes the use of colour in maps and diagrams.

The author's approach is stimulating in that he includes in each chapter carefully graded exercises, often using photographs and statistics which will be excellent for developing skills in pupils, moving away from the old fashioned knowledge base. Each chapter provides a summary and a page divided into key ideas and examples of these.

The scope of this book is wide, certainly traditional in topics, but very different in that the author actively makes comparisons to put over key ideas. For example, in the chapter entitled 'Urbanization and Urban Growth' he looks at the nineteenth century British city and compares this to the contemporary Asian city and modern migration. Under the heading of 'Cities and their Problems' the reader is taken from Birmingham into the British new town and from there to Copenhagen, Toronto and Rastad. In a chapter on transport small sectors of Ordnance Survey maps are supplied and exercises provided. Again comparisons are made with the Third World.

Overall, *Understanding Human Geography* must be commended because the author has provided the type of book demanded by new geography teaching and syllabuses.

David Dickson

CAMBRIDGE REGIONAL GEOGRAPHY for GCSE

Series Editors: Tolley & Orrell

Following on from the success of 'The North', two new titles in the series are forthcoming:

THE WEST MIDLANDS by Brian Ellis:
with special emphasis on the recent changes in the region, this book demonstrates how a geographer's analysis of the landscape can contribute to the understanding of those changes

0 521 27275 0

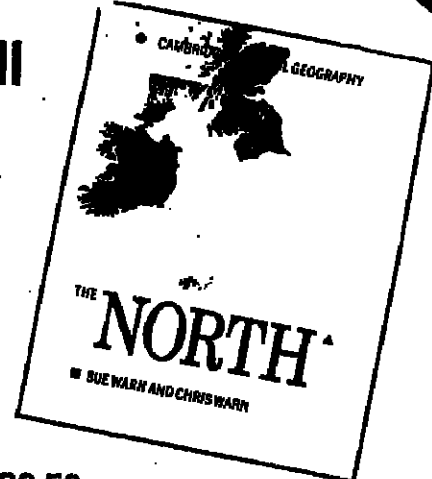
About £2.50

NORTHERN IRELAND by Godfrey Dalton and Peter Murray:
examines how a sense of identity can affect geography, and how divisions in the community have had an effect on the geography of the province.

0 521 27454 0

About £2.50

SEND FOR YOUR INSPECTION COPIES NOW! To: Cambridge University Press, Inspection Copy Dept., FREEPOST, P.O. Box 110, Cambridge CB2 1BR



What materials will you be using to teach Geography in 1987?

Core Geography...
ideal for GCSE and GYSL

Stimulating and carefully researched textbooks on:

Leisure, Work, Cities, The Developing World and the United Kingdom with **Physical Geography** coming soon.

The series features:

- ★ complete coverage of major themes
- ★ careful balance between developed and developing world locations
- ★ approachable and realistic language
- ★ original and up-to-date material
- ★ highly visual
- ★ plenty of relevant exercises

Core Geography will engage your pupils' interest and aid their learning.

Steps in Geography...
for lower secondary pupils

"We would like to congratulate you... This is the best book to come out for a long time."

GNWsbch - of Book 2 Steps in Geography

Steps in Geography 1, 2 and 3 has earned this reputation by really working with mixed ability classes. It is accessible to slower pupils while question material and 'things to do' stretch the more able.

A complete introduction to all the basic concepts and skills - **Steps in Geography** now bursts into colour!

- ★ thorough updating of all geographical data
- ★ full integration of information and work
- ★ total coverage of geographical themes and world regions

Steps in Geography is the best choice for your lower school.

INSPECTION COPY ORDER FORM

CORE GEOGRAPHY by Fred Mann and Aubrey Whittle

- ☐ Work, ISBN 0 144461 6, paper, £3.75
- ☐ Leisure, ISBN 0 144451 9, paper, £3.75
- ☐ Cities, ISBN 0 147501 1, paper, £3.75
- ☐ The Developing World, ISBN 0 156621 5, paper, £3.75
- ☐ The United Kingdom, ISBN 0 160691 8, paper, £4.95

Name School

STEPS IN GEOGRAPHY by Dick Beaman and Fred Martin

- ☐ Steps in Geography Book 1, ISBN 0 167581 2, paper, £3.75
- ☐ Steps in Geography Book 2, ISBN 0 167591 X, paper, £3.75
- ☐ Steps in Geography Book 3, ISBN 0 167601 0, paper, £3.75

Name School

To: Adele Fuller, Hutchinson Education, FREEPOST, London WC9N 4BR

The new syllabuses are exploiting the territorial instinct

Home thoughts abroad

More than anything else, children need to belong," wrote the Editor of the *Leicester Mercury* recently. "Whether the unit is the family, friends or the football tribe, they best discover their individual identities in a group. ... alas, the trend has been to de-tribalize school, to make it a place without a group identity but rather as a resort for young people to sort themselves out as they wish, with the assistance of teachers who all too often do not believe in this concept at all."

Whether or not we agree with this statement, there is no doubt that the "territorial imperative" is still as strong in humans as in animals. There is still in latent loyalty to one's home region despite the cosmopolitan world we live in, and attempts at standardization. Regional culture still surfaces through sport and phenomena like Beatelemnia and the Mersey Sound. Geordie, Scouse and Tyke are just as discernable and evocative as ever.

Indeed, as D. Elliston Allen wrote in *British Towns*, the new 20th-century tool of market research has found "that each region of Britain has a detectable set of interwoven attitudes; a distinctive trend in its underlying psychology, which is long-enduring and which imparts a certain special look or direction to virtually every kind of human activity carried on by its inhabitants. ... Each region in its present-day behaviour is to a great extent the product of its past". Year after year, the *Regional Trends* (HMSO) confirm the strength of regionalism in Britain. The current economic crisis, for better or worse, is reinforcing these differences. Research also shows that newcomers fall into these behavioural patterns despite all attempts to avoid it.

Such regions need not be physical or administrative units. They might be cultural, dialect, social or city regions, for example, but they may have the common link of historical continuity. Artists, writers and poets may have helped to create regions; TV also contributes, assisted by local radio. Like S W Woodriddle, who "in a mood of disillusionment" found that the best cure was "to go once more into

the field and savour once again the unity of man and nature", we may find satisfaction in a return to our home region. Lewis Mumford, too, identified "the need for the re-occupation and replenishment of the environment as a source of essential values in a balanced life". Pride in, loyalty to, active defence of a region, people contact, community involvement, local patriotism ... are these danger words? What has all this to do with geography?

Three-quarters of a century ago A J Herbertson wrote "If geography did nothing but taught a child to see, know and love his own district, it would be an inestimably valuable element in education". Can we recapture a firmer sense of belonging? Can geographers renew their central role, without resorting to static, old-fashioned regionalism?

We are on the brink of a great new opportunity. The National Criteria for Geography stresses "perspectives on local, national and international events" through "practical and fieldwork skills" and the new GCSE syllabuses almost invariably require coursework studies/units based on local fieldwork and on first-hand experience; for example:

"Two geographical enquiries one of which must be fieldwork based" (LEAG A)

"Fieldwork study related to one syllabus theme" (LEAG B)

"A long field-based individual study" (LEAG C)

"A notebook of practical ways and observation including fieldwork" (LEAG D)

"A geographical enquiry on first-hand experience" (NEA A)

"A geographical investigation which must include fieldwork" (SEG A)

Other boards ask for individual studies which imply the use of practical and fieldwork.

Never before has there been such an explosion of interest and intense concentration on the local region in examination syllabuses. Shortly, a multitude will descend on regions all over Britain and will search for resources, contacts, materials and topics. The

BRYAN WAITES

latter will prove a problem for teachers as years pass and freshness disappears. Monitoring topic titles, finding the right hypotheses, finding enough resources, trying not to antagonize planners, farmers, industrialists and the like will be walking a knife-edge.

Together with sixth-form field projects still highlighted by AEB, Cambridge and other boards, there will be even more pressure on pupil, teacher and district. Perhaps ideas like an exchange scheme for resources between schools will help. Certainly greater co-ordination and co-operation between schools and colleges in a district will be needed. Organizations such as Planning Departments of County and District Councils will need liaison or education officers if they do

not already exist.

The GCSE is expected to make many all round contributions in concepts, content, skills, techniques, attitudes, values and assessments. One of its positive contributions will be to highlight the home region in a new way. The alert teacher will be able to build up a programme of "research" into the locality and add to it each year. Topics, too, will be most valuable if related to the community. That this is done as coursework should give it greater time and more significance.

Pupils will know more about their district and, consequently, teachers will need to know more. Perhaps, as Herbertson thought, an appreciation of the local area "can lead to the conception of varieties of the home type of district and from that to appreciate in part some of the outstanding characteristics of quite different types of district. It can make the pupil

feel the naturalness of other conditions of life and of other modes of work and thought than those around him. ... Perhaps these are the greatest educational contributions of geography." In other words, the local area can be an amazing stimulus to further study and, surprisingly, leads outwards to many wider areas of interest and relevance which are made more understandable. Though we may curse the coursework element and all the tedious and complex work it brings with it let us at least welcome the quiet revolution and the opportunity it presents to discover our own region as it is now, in the 20th century. Perhaps we can then echo the words of the Great War: Tinker, tailor, soldier, sailor and the thousand and one necessary specialists do not replace the wise man who knows the countryside thoroughly, and thinks of it and loves it naturally as a whole.



The Gower peninsula as an open air classroom

Outstanding natural beauty

IOLA SMITH

Gower, west of Swansea, was designated Britain's first area of "outstanding natural beauty". So it is fitting that this location is the setting for a unique Field Education Project run jointly by the Nature Conservancy Council (NCC) and West Glamorgan Education Authority. Designed so that the peninsula becomes an open air classroom, the Project also ensures that the area's conservation requirements aren't damaged, as Project Teacher Bob Burn explains. He continues: "Maintaining the balance between exploration and conservation can sometimes be difficult, as there is a danger of trampling the sand dunes to instability and eroding the woodlands. But the establishment of a series of guided trails to investigate specific features such as limestone cliffs and sand dunes is overcoming the problem, especially as we have located a central resources and advice centre at Oxwich."

In addition, a further 30 West Glamorgan pupils attend each day for specialist sessions with Bob Burn. Both primary and secondary pupils are catered for, with the primary work geared mainly towards environmental studies. Bob Burn explains: "They will investigate, for example, a valley woodland or bay environment and assess its geography, geology, wildlife and history. And for those interested in agriculture, there is a farm trail taking them through a typical Gower farm."

Thirty days a year are reserved for sixth formers, but most of the specialist geographical field work is undertaken with secondary pupils. In forms two to five, they can see examples of rock types (from limestone and sandstone to peat), plus geographical features such as dunes, ditches and fossils.

And for those interested in physical geography, effects such as glaciation and coastal erosion can be studied. Many groups undertake stream surveys: following a stream from source to estuary. Water flow and chemical content is measured en route, together with an analysis of the stream's effect on the landscape.

On the human geography front, the region is on the periphery of the South Wales coalfield. It is therefore a place of social and ecological contrasts ranging from city dormitory suburbs to sleepy rural villages shaken reluctantly to life by the hordes of summer tourists.

With GCSE courses requiring a fieldwork constituent, Bob Burn anticipates an even greater influx of school groups to Gower. So in order to cope with future demands, MSC funding should allow for the employment of five geography, biology and art teachers from next April to act as tour guides for groups and to produce additional resource material.

Schools wishing to visit the Gower Field Studies Education Centre can do so by contacting Bob Burn at the NCC Reserve, Oxwich, Gower SA3 1LS. The telephone number is 0792 390633.

Useful for the middle school and lower secondary reference shelves the new *Wayland Our World* series covers in very readable depth all you want to know about *Deserts, Polar Regions, Jungles and Rainforests, Rivers and Lakes, Mountains and Seas and Oceans*. The authors are experts in their fields and each book is attractively illustrated and has a glossary, index and further reading section. Price £6.50 each (hardback).

Me and you; you and me - Little brown book, how I love thee ...

Whether we like it or not we have got to learn to love the little brown book on GCSE geography. The only alternative is to hit the little brown jug and forget it all. This little brown book will change more things, more quickly, in geography, than all the hundreds of textbooks and teachers' books of the last 40 years. GCSE geography is going to be a major part of the life of every secondary school geography teacher, student teacher, and teacher trainer in the land.

There have been a lot of highly organized GCSE promotions and some of them may have had a dearth of divergent thinking. Here are 10 divergent thoughts stimulated by the little brown book - and the Group Leaders' notes. There are a lot of questions that will need discussing about GCSE Geography.

1 "Ensure that syllabuses and examinations are free of ethnic and gender bias" (page 6)

Basically, at last, bias in geography is an officially approved topic for discussion and action. This is a great achievement - only three years ago one got scolded for even mentioning the possibility of racism and sexism in school geography. Now bias is at the centre of the stage. I have a feeling that we've only scraped the surface of these important topics in geography up to now. I hope this statement will stimulate a lot of new work in these areas.

2 "New approaches ... Humanism ... and radical Geography" (page 7)

This could be exciting, but the claim that there have been sweeping changes towards these areas in A level looks like a massive overstatement. If GCSE gives less movement in this direction than A level, it might be impossible to spot it.

3 "Underline all the key phrases ... (page 7)

Do they really have to teach teachers how to take notes? One of the great joys of teaching in the UK - as opposed to many other countries - has been the fact that teachers are assumed to have their own responsibility.

4 "There will be some convolution in teachers' minds that inset group leaders are treated with the same nature of arrogance and scorn. Note

B1.4 tells them, "When preparing for your sessions, it would be useful to make a few notes about each activity ..."

At least the notes don't instruct leaders to issue rulers, so that the teachers can do their underlining neatly.

4 "Compulsory fieldwork" (page 8)

Voluntary fieldwork is great. It has been the best part of all my learning and all my teaching of geography, whether local or distant; but once they insist on compulsory fieldwork, we run into a mass of problems. Has anyone thought them out? What are the answers? Here are a few starters for the discussion:

First, for class fieldwork, what do you do if ...

- There's a disabled pupil in the class?

- There's a disabled teacher in the Geography department?

- A pupil in the class has kidney trouble?

Second, for individual fieldwork, what do you do if ...

- A pupil's parents belong to a religious sect which wants to shield teenagers from this "wicked" world?

- A pupil's parents claim that it's not safe for their child to go out alone because of "racist gangs"?

- A pupil who thought it was safe to study the local area for a geography project is attacked. Who is responsible?

We must value any boost to fieldwork, but I just wonder if anyone has thought out the implications of all syllabuses having compulsory fieldwork. We've always had a choice till now. And the Ombudsman has ruled that the L.E.A. must pay for compulsory fieldwork. So, if the L.E.A. won't or can't pay, what happens?

5 "Examine what they CAN do, rather than what they CANNOT do" (page 14)

At first sight, this sounds kind, humane and positive; but this requirement is based on a false analogy - from assessment in Maths. This is completely different from assessment in geography, and especially from humanistic geography, where fully "correct"

A critical perusal of the 'little brown book'

DAVID WRIGHT

answers are an unattainable ideal - unlike the 100 per cent possible in a Maths exam.

I fear that this criterion will result in asking the less able pupils only dull and predictable questions which have even duller and more predictable answers. Is it not crazy to make a total change in assessment because of a false analogy? We need a Cockcroft-style report on geography by a geographer, before we embark on such a major change.

It seems this item is "not negotiable" (Group Leaders' Notes page 2). They warn leaders that "Discussion" could drift into time-consuming debate on matters which are not negotiable. ... So move quickly to page 4 of the Leaders' Notes: "Objective: to encourage the participants to take a positive attitude towards the subject."

Presumably, extended discussion might produce the wrong answers, so the leader is advised to switch on the video instead. The group leader is then instructed as follows (page 6):

"General discussion on the video and outcome of Activity 11 to clarify the terminology used and positive reasons for differentiated forms of assessment"

The tortuous grammar does not entirely hide the fake nature of the discussion. Discussion should open up questions, not merely "clarify positive reasons".

I find this whole section both offensive in its style and very alarming in its attitude. Who is trying to manipulate teachers in this way, and why is it being done?

6 "More predictable examination questions ... (page 27)

So "question-spotting" gets a new lease of life! At least this brings us down to earth - the idea of the early pages of the book seem to be forgotten already. Indeed, some of the questions

confront with the argument in favour of coursework. Why are teachers only encouraged to be "conversant with the arguments in favour of"? Discussion should look at both sides of an issue. I happen to agree that coursework assessment is a good thing; but the end does not justify the means. Teachers deserve more respect than this. Furthermore, a slanted pseudo-discussion is surely against the General Criteria for GCSE. If syllabuses must be free of bias (see page 6), surely discussion about syllabuses should be free of bias, too?

10 "Opportunities to develop more imaginative and relevant styles of teaching" (page 51)

This phrase is from the last line in the little brown book - and it's the nicest phrase in the whole book. Most of us came into geography teaching because we found the world interesting and relevant to our lives, and geography stimulated our imagination. We wanted to share this excitement and relevance with others. If GCSE really allows imagination and relevance to permeate the geography curriculum of pupils aged 14, 15 and 16, it will be one of the best things that has ever happened to the subject. It certainly looks as if the boring fact-learning that still dominates so much of CSE and GCE O level might be finally killed off. (If you don't believe it still dominates, just look at the cram-books in any high street bookshop.)

I do hope there are answers to the awkward questions I have raised, because imagination and relevance are high ideals, and it would be wonderful to find these ideals prominent in school geography. Thank you, Keith Orrell and Harry Tolley for writing the book. There could be some exciting times ahead.

The "little brown book" is entitled *Geography GCSE: A Guide for Teachers* and was published in January 1986 by the Open University Press.

David Wright lectures in the School of Education, University of East Anglia, Norwich

The Active World

Level 1 (Mainstream) by Peter Jones and Rob Pike

Level 2 (Foundation) by Mick Readman and Mike Mayers

ONE COURSE AT TWO ABILITY LEVELS

REACHES THOSE PUPILS OTHER COURSES MISS

An imaginative and comprehensive new secondary course for the 11-13 age group, which solves the problem of less-able pupils struggling with inappropriate books.

- * The two levels have the same themes and resources but Level 2 has been re-written by specialist teachers to enable all pupils to have the same learning experiences.
- * Mixed-ability teaching and movement between sets is made easier by having two levels of the same activity.
- * The books cover the core topics of the lower school but can also be used as a self-contained course for those who finish geography after year 3.
- * Detailed case studies are provided to illustrate the main themes - two contrasting regions are studied in each book to give a balanced picture of the areas and a sense of place.

THE ACTIVE WORLD comprises three pairs of books as follows:

Landforms and Hazards - N. America & U.K.

Level 1 - Mainstream

Level 2 - Foundation

Industry, Agriculture and Services - Africa & S.E. Asia

Level 1 - Mainstream

Level 2 - Foundation

Developing Peoples and Places - S. America & Europe

Level 1 - Mainstream

Level 2 - Foundation

Please send me inspection copies as ticked:

- Landforms and Hazards
- Level 1 ☐ 0 560 26300 4 ☐
- Level 2 ☐ 0 560 26320 0 ☐
- Industry, Agriculture and Services
- Level 1 ☐ 0 560 26521 2 ☐
- Level 2 ☐ 0 560 26524 7 ☐

Developing Peoples and Places

Level 1 ☐ 0 560 26322 0 ☐

Level 2 ☐ 0 560 26525 5 ☐

Name: _____

School Address: _____

Tel No: _____

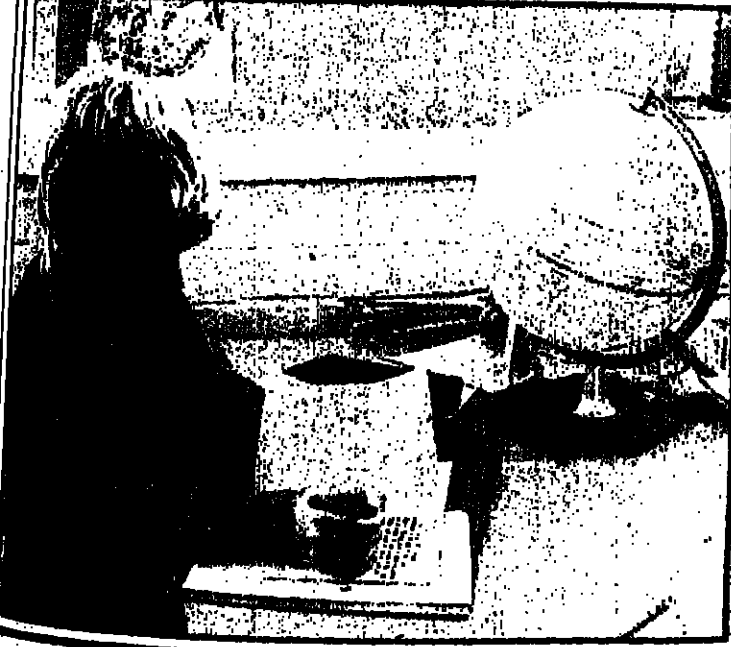
LEA: _____

Return completed coupon to:

Arnold-Whitson Publishers, FREEPOST, Parkside Lane, Dewsbury Road,

Leeds LS11 6YU. Tel: 0532-77212

Arnold-Whitson



Rural review

Changing Countryside in Britain. By Martin Dodd and Alister Hendry. Edward Arnold £3.50. (f 713) 725 4

A set text, designed for the course, is the ideal requirement of every hard pressed teacher. The authors of *Changing Countryside in Britain* have obviously set out to respond to the Countryside section of the Scottish Higher Geography exam.

The book is presented in a logical fashion, starting with a look at the changing landscape, spending a fair amount of time analysing farm- and village life. From this, more specific landscape themes are developed via the chapters on *Geography, Countryside and the Landscapes of Scotland*. There is careful use of detailed case studies, for example, Dartmoor,

the Yorkshire Dales and Snowdonia. While a small criticism could be that these are the known old favourites of the teacher, the presentation of the information more than makes up for this.

River and coastal landscapes follow, with themes such as water supply, river pollution and pressure on coastal areas. The book rounds off by considering Landscape and Nature Conservation and a final chapter on Planning and Recreation in the countryside.

The authors provide clear concise detailed information which as well as being up to date is enhanced by relevant and simple diagrams carefully integrated into the text. The book will be of great value to teachers of the Scottish Higher and will be extremely useful elsewhere too.

David Dickson

PENGUIN MASTERSTUDIES

GEOGRAPHY

SUSAN MAYHEW

A unique study companion covering the 'A' level syllabuses of ten examination boards, it includes all the following features:

- Physical and Human geography
- Mapwork
- Statistics in geography
- Human and Physical field techniques
- Cartographic methods
- An overview of developed and developing regions

£3.95 771026

For an inspection copy write to: The Educational Marketing Department, Penguin Books Ltd, 27 Wrights Lane, London W8 5TZ

GEO

THE GEOGRAPHY MAGAZINE FOR SCHOOLS

IS FOR GCSE

AVAILABLE NOW FROM

ELIZABETH WEAVER LTD

THE ACADEMY, HINDON LANE, TISBURY, WILTSHIRE, SP3 6PZ

OR TELEPHONE
0747 870107

The spiritual dimension

PATRICK BAILEY



Before and after — the effect of acid rain on a statue in Germany, from *The Dynamic Landscape* by MJ Readman & FM Myers (Oliver & Boyd, £4.50).

In 1977 all subject specialists in schools were invited by the DES in Working Paper *Curriculum 11-16* to consider how their subjects might help to develop eight "areas of experience" which, it was argued, ought to permeate a balanced school curriculum. The areas identified were the aesthetic or creative; the ethical; the linguistic; the mathematical; the physical; the scientific; the social and political; and the spiritual. A technological "area" was added later. Significantly, perhaps, the spiritual "area" was placed last in the original list and it has been the most widely ignored or glossed over of all the suggested areas for development. I would argue that a spiritual dimension to life does exist and that to heighten young people's awareness of it is an essential aim of education; and I see geography as a very effective vehicle for raising issues and questions which go beyond purely materialistic considerations and far into the dimension which I would term spiritual.

People's actions in time (the study of which is history) and in space (the study of which is geography) express their understanding or otherwise of a more-than-material dimension to life; their ideas about the purposes of life; their ideas, if any, about the nature of God and what this implies for human behaviour. For example, a person who is convinced that God is love (1 John 4:8) and has thought out the implications of this for personal and corporate living will try in some measure to reflect that love and at least refrain from hating, abusing, cheating or robbing others. Love is a tremendously powerful principle of life and practising it will inevitably lead to actions which are of interest to geographers, concerned as they are to explain the observable effects of human behaviour.

People's ideas about the nature of God kind on to ideas about how God and Mankind are related to the rest of creation. The Christian who believes that, in some sense which we do not fully understand, God created the world and everything upon it will be inclined to act toward that world as a steward who strives to use its resources for the general benefit of all Mankind. In contrast, the individual who merely takes the world for granted may see no reason why he or she should not exploit it for private gain. The Buddhist who believes that life is sacred, an

expression of the divine, something which cannot be created by Man but which Man can certainly destroy, will behave towards other living things in ways quite different from one who believes that life is purely material and therefore of no ultimate consequence. Often one is tempted to believe that most people take this latter view, but there are many encouraging signs to the contrary, witness the worldwide response to BandAid and the Ethiopian famine appeal. Could such self-less behaviour be an expression of a divine nature in Man?

If not, how does one explain it? This brings us to an attempt to define the word "spiritual". Dictionaries are not generally helpful because they fail to define the word "spirit" in any substantial way. I would regard spirit as a name for God (John 4:24) and would therefore take "spiritual" to mean that which relates to God. According to this definition, a spiritual dimension within the curriculum is a vision of how the nature of God and people's perceptions of that nature impinge upon whatever aspect of the curriculum one happens to be studying.

First published in 1974, the Macdonald's Countries series have been thoroughly revised and updated in text and illustrations to cover the major changes of a decade. Sub-titled "The land and its people", each book gives a broad geographical and historical survey as a prelude to examining the

changing patterns in family life, diet, industrial development, entertainment, international attitudes etc. Intended for 11-14-year-olds, *France*, *China*, *Japan*, *Soviet Union*, *Great Britain* and the *United States of America* are now available at £5.95 hardback, £4.95 paperback.



ROBB
Illustration 1972

It has been brought to our notice that a cartoon by Ron Cobb appeared in the Times Educational Supplement of 28 March 1986. The cartoon was altered in such a way inconsistent with the rights of the artist. We intended no

insult, and to correct any wrong impression, reproduces it in its entirety here. Ron Cobb's work is available in his latest book, *ColorVision*, published in 1981 by Wild & Woolley.

Ideas and activity

Schoolhouse Geography. By Stephen Scottman, Colin Bridge and Terry Jewson.
Schofield and Sims, Book 1 £1.35 0
7217 1063 8, Book 2 £1.35 1064 6,
Teacher's Book £2.95 1065 4.

The trend towards a more analytical approach to geography in the middle school began over 20 years ago with a revolution in university geography. The graduates of that era are now the senior teachers (and authors) of the new generation of texts for younger pupils and the circle is now complete. At long last primary and middle schools can choose from an increasingly interesting range of excellent texts.

Schoolhouse Geography is one of the latest additions to the ranks. It consists of two workbooks for "upper junior and lower secondary school" pupils, and a Teacher's Book to cover the whole range. The scheme is based on the belief that children work best through practical experience, and the materials concentrate on the exploration of geographical ideas in the classroom and in the school building.

The suggested activities are well within the capabilities of most of the target age range and although few of them are particularly new or original they would provide children with purposeful activity. Structures for analysis of the information gained are provided in the workbook format to minimize the organizational problems and allow discussion. The philosophy and organization of the scheme is well documented in a clear and concise Teacher's Book.

For each activity there is a short list of skills, a range of possible teaching points, some ideas for extended investigations and the links with "geography" are specified.

The fact that this last point has to be made at all is symptomatic of the confusion evident in schools with regard to the definition of subjects and "disciplines". The scheme has been written by geographers, for geographers, and yet would be equally (or more) useful if built into the mathematics curriculum.

In fact I would go so far as to suggest that the title should have included an indication of the "mathematical" nature of the approach. This would have emphasized the interdisciplinary nature of the curriculum in the middle years, and allowed teachers with mathematical interests to enrich their work in their Cockcroftian style.

The scheme is well worth a look, although it could prove to be expensive, might well produce some very effective learning.

Paul Harling

There are more Geography text book reviews on page 27.

GOAD PLANS EDUCATION CATALOGUE 1986-87

With full details of all our products including:

- SHOPPING CENTRE PLANS
- OUTLINE PLANS
- EDUCATION PACKS
- CENSUS REPORTS
- SHOPPING CENTRE REPORTS
- OUT OF CENTRE SHOPPING

To obtain a copy, and also details of the 1987 GOAD AWARDS, worth £250, please telephone or write to:

CHAS E GOAD LTD
RALISBURY SQUARE, OLD HATFIELD
HERTFORDSHIRE, AL9 5BE
TEL: (07072) 71171

Classified Advertisements

Index to Appointments vacant, Wanted and other classifications

Appointments vacant

Nursery Education
Headships
Other Appointments

Primary Education
Headships
Deputy Headships Senior Master/Mistresses
Heads of Department
Scale 2 Posts
Scale 1 Posts

Middle School Education
Headships
English
Mathematics
Physical Education
Science
Other than by Subjects

Secondary Education
Headships
Deputy Headships Senior Master/Mistresses
Heads of Department
Scale 2 Posts
Scale 1 Posts

Technical and Special Needs
Teaching Posts
Art and Design
Drama
Music
Other Subjects
Computer Studies
Economics & Business Studies
English
Geography

History
Home Economics
Humanities
Mathematics
Modern Languages
Music
Pastoral
Physical Education
Religious Education
Science
Other than by Subjects

Sixth Form and Tertiary Colleges
Scale 1 Posts
Scale 2 Posts
Scale 1 Posts

Appointments in Scotland
Independent Schools
Headships
Art and Design
Computer Studies
Economics & Business Studies
English
Geography

Other Appointments
History
Home Economics
Mathematics
Modern Languages
Music
Pastoral
Physical Education
Religious Education
Science
Other than by Subjects

Colleges of Further Education
Directors and Principals
Heads of Department
Other Appointments

Colleges and Departments of Art
Other Appointments
Polytechnics
Other Appointments

University Appointments
Examiners
Research Posts
Fellowships, Studentships and Research Awards
Service Colleges
Colleges of Higher Education
Directors and Principals
Heads of Department
Other Appointments
Adult Education
Community Homes and Associated Institutes
Other Appointments
Assessment Centres
Youth and Community Service
Overseas Appointments

Administration
Local Education Authority
Administration General
Social Services
Child Care
Educational Psychologists

Examiners
Research Posts
Fellowships, Studentships and Research Awards
Service Colleges
Colleges of Higher Education
Directors and Principals
Heads of Department
Other Appointments
Adult Education
Community Homes and Associated Institutes
Other Appointments
Assessment Centres
Youth and Community Service
Overseas Appointments

Research Posts
Fellowships, Studentships and Research Awards
Service Colleges
Colleges of Higher Education
Directors and Principals
Heads of Department
Other Appointments
Adult Education
Community Homes and Associated Institutes
Other Appointments
Assessment Centres
Youth and Community Service
Overseas Appointments

Fellowships, Studentships and Research Awards
Service Colleges
Colleges of Higher Education
Directors and Principals
Heads of Department
Other Appointments
Adult Education
Community Homes and Associated Institutes
Other Appointments
Assessment Centres
Youth and Community Service
Overseas Appointments

Service Colleges
Colleges of Higher Education
Directors and Principals
Heads of Department
Other Appointments
Adult Education
Community Homes and Associated Institutes
Other Appointments
Assessment Centres
Youth and Community Service
Overseas Appointments

Colleges of Higher Education
Directors and Principals
Heads of Department
Other Appointments
Adult Education
Community Homes and Associated Institutes
Other Appointments
Assessment Centres
Youth and Community Service
Overseas Appointments

Directors and Principals
Heads of Department
Other Appointments
Adult Education
Community Homes and Associated Institutes
Other Appointments
Assessment Centres
Youth and Community Service
Overseas Appointments

Heads of Department
Other Appointments
Adult Education
Community Homes and Associated Institutes
Other Appointments
Assessment Centres
Youth and Community Service
Overseas Appointments

Other Appointments
Adult Education
Community Homes and Associated Institutes
Other Appointments
Assessment Centres
Youth and Community Service
Overseas Appointments

Adult Education
Community Homes and Associated Institutes
Other Appointments
Assessment Centres
Youth and Community Service
Overseas Appointments

Community Homes and Associated Institutes
Other Appointments
Assessment Centres
Youth and Community Service
Overseas Appointments

Other Appointments
Assessment Centres
Youth and Community Service
Overseas Appointments

Assessment Centres
Youth and Community Service
Overseas Appointments

Youth and Community Service
Overseas Appointments

Overseas Appointments

For Sale and Wanted
Holidays and Accommodation
Home Exchange Holidays
Field Study Centres
Business Opportunities

Nottinghamshire County Council
County Hall - West Bridgford
Nottingham NG2 7OP

Primary School Education

Headships
Deputy Headships Senior Master/Mistresses
Heads of Department
Scale 2 Posts
Scale 1 Posts

Technical and Special Needs
Teaching Posts
Art and Design
Drama
Music
Other Subjects
Computer Studies
Economics & Business Studies
English
Geography

History
Home Economics
Humanities
Mathematics
Modern Languages
Music
Pastoral
Physical Education
Religious Education
Science
Other than by Subjects

Sixth Form and Tertiary Colleges
Scale 1 Posts
Scale 2 Posts
Scale 1 Posts

Appointments in Scotland
Independent Schools
Headships
Art and Design
Computer Studies
Economics & Business Studies
English
Geography

Other Appointments
History
Home Economics
Mathematics
Modern Languages
Music
Pastoral
Physical Education
Religious Education
Science
Other than by Subjects

Colleges of Further Education
Directors and Principals
Heads of Department
Other Appointments

Colleges and Departments of Art
Other Appointments
Polytechnics
Other Appointments

University Appointments
Examiners
Research Posts
Fellowships, Studentships and Research Awards
Service Colleges
Colleges of Higher Education
Directors and Principals
Heads of Department
Other Appointments
Adult Education
Community Homes and Associated Institutes
Other Appointments
Assessment Centres
Youth and Community Service
Overseas Appointments

Administration
Local Education Authority
Administration General
Social Services
Child Care
Educational Psychologists

Examiners
Research Posts
Fellowships, Studentships and Research Awards
Service Colleges
Colleges of Higher Education
Directors and Principals
Heads of Department
Other Appointments
Adult Education
Community Homes and Associated Institutes
Other Appointments
Assessment Centres
Youth and Community Service
Overseas Appointments

Research Posts
Fellowships, Studentships and Research Awards
Service Colleges
Colleges of Higher Education
Directors and Principals
Heads of Department
Other Appointments
Adult Education
Community Homes and Associated Institutes
Other Appointments
Assessment Centres
Youth and Community Service
Overseas Appointments

Fellowships, Studentships and Research Awards
Service Colleges
Colleges of Higher Education
Directors and Principals
Heads of Department
Other Appointments
Adult Education
Community Homes and Associated Institutes
Other Appointments
Assessment Centres
Youth and Community Service
Overseas Appointments

Service Colleges
Colleges of Higher Education
Directors and Principals
Heads of Department
Other Appointments
Adult Education
Community Homes and Associated Institutes
Other Appointments
Assessment Centres
Youth and Community Service
Overseas Appointments

Colleges of Higher Education
Directors and Principals
Heads of Department
Other Appointments
Adult Education
Community Homes and Associated Institutes
Other Appointments
Assessment Centres
Youth and Community Service
Overseas Appointments

Directors and Principals
Heads of Department
Other Appointments
Adult Education
Community Homes and Associated Institutes
Other Appointments
Assessment Centres
Youth and Community Service
Overseas Appointments

Heads of Department
Other Appointments
Adult Education
Community Homes and Associated Institutes
Other Appointments
Assessment Centres
Youth and Community Service
Overseas Appointments

Other Appointments
Adult Education
Community Homes and Associated Institutes
Other Appointments
Assessment Centres
Youth and Community Service
Overseas Appointments

Adult Education
Community Homes and Associated Institutes
Other Appointments
Assessment Centres
Youth and Community Service
Overseas Appointments

Community Homes and Associated Institutes
Other Appointments
Assessment Centres
Youth and Community Service
Overseas Appointments

Other Appointments
Assessment Centres
Youth and Community Service
Overseas Appointments

Assessment Centres
Youth and Community Service
Overseas Appointments

Youth and Community Service
Overseas Appointments

Overseas Appointments

For Sale and Wanted
Holidays and Accommodation
Home Exchange Holidays
Field Study Centres
Business Opportunities

Nottinghamshire County Council
County Hall - West Bridgford
Nottingham NG2 7OP

Nottinghamshire County Council
County Hall - West Bridgford
Nottingham NG2 7OP

Nottinghamshire County Council
County Hall - West Bridgford
Nottingham NG2 7OP

Nottinghamshire County Council
County Hall - West Bridgford
Nottingham NG2 7OP

Primary School Education

Headships
Deputy Headships Senior Master/Mistresses
Heads of Department
Scale 2 Posts
Scale 1 Posts

Technical and Special Needs
Teaching Posts
Art and Design
Drama
Music
Other Subjects
Computer Studies
Economics & Business Studies
English
Geography

History
Home Economics
Humanities
Mathematics
Modern Languages
Music
Pastoral
Physical Education
Religious Education
Science
Other than by Subjects

Sixth Form and Tertiary Colleges
Scale 1 Posts
Scale 2 Posts
Scale 1 Posts

Appointments in Scotland
Independent Schools
Headships
Art and Design
Computer Studies
Economics & Business Studies
English
Geography

Other Appointments
History
Home Economics
Mathematics
Modern Languages
Music
Pastoral
Physical Education
Religious Education
Science
Other than by Subjects

Colleges of Further Education
Directors and Principals
Heads of Department
Other Appointments

Colleges and Departments of Art
Other Appointments
Polytechnics
Other Appointments

University Appointments
Examiners
Research Posts
Fellowships, Studentships and Research Awards
Service Colleges
Colleges of Higher Education
Directors and Principals
Heads of Department
Other Appointments
Adult Education
Community Homes and Associated Institutes
Other Appointments
Assessment Centres
Youth and Community Service
Overseas Appointments

Administration
Local Education Authority
Administration General
Social Services
Child Care
Educational Psychologists

Examiners
Research Posts
Fellowships, Studentships and Research Awards
Service Colleges
Colleges of Higher Education
Directors and Principals
Heads of Department
Other Appointments
Adult Education
Community Homes and Associated Institutes
Other Appointments
Assessment Centres
Youth and Community Service
Overseas Appointments

Research Posts
Fellowships, Studentships and Research Awards
Service Colleges
Colleges of Higher Education
Directors and Principals
Heads of Department
Other Appointments
Adult Education
Community Homes and Associated Institutes
Other Appointments
Assessment Centres
Youth and Community Service
Overseas Appointments

Fellowships, Studentships and Research Awards
Service Colleges
Colleges of Higher Education
Directors and Principals
Heads of Department
Other Appointments
Adult Education
Community Homes and Associated Institutes
Other Appointments
Assessment Centres
Youth and Community Service
Overseas Appointments

Service Colleges
Colleges of Higher Education
Directors and Principals
Heads of Department
Other Appointments
Adult Education
Community Homes and Associated Institutes
Other Appointments
Assessment Centres
Youth and Community Service
Overseas Appointments

Colleges of Higher Education
Directors and Principals
Heads of Department
Other Appointments
Adult Education
Community Homes and Associated Institutes
Other Appointments
Assessment Centres
Youth and Community Service
Overseas Appointments

Directors and Principals
Heads of Department
Other Appointments
Adult Education
Community Homes and Associated Institutes
Other Appointments
Assessment Centres
Youth and Community Service
Overseas Appointments

Heads of Department
Other Appointments
Adult Education
Community Homes and Associated Institutes
Other Appointments
Assessment Centres
Youth and Community Service
Overseas Appointments

Other Appointments
Adult Education
Community Homes and Associated Institutes
Other Appointments
Assessment Centres
Youth and Community Service
Overseas Appointments

Adult Education
Community Homes and Associated Institutes
Other Appointments
Assessment Centres
Youth and Community Service
Overseas Appointments

Community Homes and Associated Institutes
Other Appointments
Assessment Centres
Youth and Community Service
Overseas Appointments

Other Appointments
Assessment Centres
Youth and Community Service
Overseas Appointments

Assessment Centres
Youth and Community Service
Overseas Appointments

Youth and Community Service
Overseas Appointments

Overseas Appointments

For Sale and Wanted
Holidays and Accommodation
Home Exchange Holidays
Field Study Centres
Business Opportunities

Nottinghamshire County Council
County Hall - West Bridgford
Nottingham NG2 7OP

Nottinghamshire County Council
County Hall - West Bridgford
Nottingham NG2 7OP

Nottinghamshire County Council
County Hall - West Bridgford
Nottingham NG2 7OP

Nottinghamshire County Council
County Hall - West Bridgford
Nottingham NG2 7OP

Primary School Education

Headships
Deputy Headships Senior Master/Mistresses
Heads of Department
Scale 2 Posts
Scale 1 Posts

Technical and Special Needs
Teaching Posts
Art and Design
Drama
Music
Other Subjects
Computer Studies
Economics & Business Studies
English
Geography

History
Home Economics
Humanities
Mathematics
Modern Languages
Music
Pastoral
Physical Education
Religious Education
Science
Other than by Subjects

Sixth Form and Tertiary Colleges
Scale 1 Posts
Scale 2 Posts
Scale 1 Posts

Appointments in Scotland
Independent Schools
Headships
Art and Design
Computer Studies
Economics & Business Studies
English
Geography

Other Appointments
History
Home Economics
Mathematics
Modern Languages
Music
Pastoral
Physical Education
Religious Education
Science
Other than by Subjects

Colleges of Further Education
Directors and Principals
Heads of Department
Other Appointments

Colleges and Departments of Art
Other Appointments
Polytechnics
Other Appointments

University Appointments
Examiners
Research Posts
Fellowships, Studentships and Research Awards
Service Colleges
Colleges of Higher Education
Directors and Principals
Heads of Department
Other Appointments
Adult Education
Community Homes and Associated Institutes
Other Appointments
Assessment Centres
Youth and Community Service
Overseas Appointments

Administration
Local Education Authority
Administration General
Social Services
Child Care
Educational Psychologists

Examiners
Research Posts
Fellowships, Studentships and Research Awards
Service Colleges
Colleges of Higher Education
Directors and Principals
Heads of Department
Other Appointments
Adult Education
Community Homes and Associated Institutes
Other Appointments
Assessment Centres
Youth and Community Service
Overseas Appointments

Research Posts
Fellowships, Studentships and Research Awards
Service Colleges
Colleges of Higher Education
Directors and Principals
Heads of Department
Other Appointments
Adult Education
Community Homes and Associated Institutes
Other Appointments
Assessment Centres
Youth and Community Service
Overseas Appointments

Fellowships, Studentships and Research Awards
Service Colleges
Colleges of Higher Education
Directors and Principals
Heads of Department
Other Appointments
Adult Education
Community Homes and Associated Institutes
Other Appointments
Assessment Centres
Youth and Community Service
Overseas Appointments

Service Colleges
Colleges of Higher Education
Directors and Principals
Heads of Department
Other Appointments
Adult Education
Community Homes and Associated Institutes
Other Appointments
Assessment Centres
Youth and Community Service
Overseas Appointments

Colleges of Higher Education
Directors and Principals
Heads of Department
Other Appointments
Adult Education
Community Homes and Associated Institutes
Other Appointments
Assessment Centres
Youth and Community Service
Overseas Appointments

Directors and Principals
Heads of Department
Other Appointments
Adult Education
Community Homes and Associated Institutes
Other Appointments
Assessment Centres
Youth and Community Service
Overseas Appointments

Heads of Department
Other Appointments
Adult Education
Community Homes and Associated Institutes
Other Appointments
Assessment Centres
Youth and Community Service
Overseas Appointments

Other Appointments
Adult Education
Community Homes and Associated Institutes
Other Appointments
Assessment Centres
Youth and Community Service
Overseas Appointments

Adult Education
Community Homes and Associated Institutes
Other Appointments
Assessment Centres
Youth and Community Service
Overseas Appointments

Community Homes and Associated Institutes
Other Appointments
Assessment Centres
Youth and Community Service
Overseas Appointments

Other Appointments
Assessment Centres
Youth and Community Service
Overseas Appointments

Assessment Centres
Youth and Community Service
Overseas Appointments

Youth and Community Service
Overseas Appointments

Overseas Appointments

For Sale and Wanted
Holidays and Accommodation
Home Exchange Holidays
Field Study Centres
Business Opportunities

Nottinghamshire County Council
County Hall - West Bridgford
Nottingham NG2 7OP

Nottinghamshire County

INFANT HEADSHIPS

Applications are invited for the following Headships, which will be available from the beginning of the Summer Term 1987:

Grafton Infants' School
(Roll 178)
Grafton Road, Dagenham, Essex
(Group 4)

Salary Scale: £12,720-£14,175 plus £1,110 per annum Inner London Allowance

Northbury Infants' School
(Roll 286)
North Street, Barking, Essex
(Group 5)

Salary Scale: £13,785-£15,243 plus £1,110 per annum Inner London Allowance

Reimbursement of removal expenses in approved cases. Application forms and further details from Chief Education Officer, Town Hall, Barking, Essex (s.a.e.). Closing date: 18th December 1986.

An equal opportunity employer.

Barking & Dagenham
LONDON BOROUGH

HEADTEACHERS

Required April, 1987

GT. BADDOW, ROTHMANS COUNTY PRIMARY SCHOOL (Group 5),
Dorset Avenue, Gt. Baddow,
Chelmsford.

HADLEIGH COUNTY JUNIOR SCHOOL (Group 5), Church Road,
Hadleigh, Benfleet.

Relocation allowances payable in appropriate cases.

Please send foolscap s.a.e. for form and details to County Education Officer, P.O. Box 47, Threadneedle House, Market Road, Chelmsford, Essex, CM1 1LD.

Closing date: 24th December, 1986.

ESSEX
County Council

PRIMARY HEADSHIPS

(continued)

NORTHAMPTONSHIRE

ILLINGWORTH JUNIOR SCHOOL
Middleway, Ilkley, Wetherby, West Yorkshire LS23 7JF

Headteacher: Mrs D. E. Lawrence

Appointed April 1987. The school is a primary school in the south of the county. The vacancy arises from the promotion of the Headteacher to a larger Headship.

Closing date: December 1986.

Details and application forms available from the County Education Officer (Ref. M8), Northamptonshire Education Office, 111 High Street, Northampton NN1 3HX. 110010

Deputy Headships

Second Masters/

Mistresses

BUCKINGHAMSHIRE

MILTON KEYNES AREA

Equal Opportunity Employer

WILTON COUNTY COMBINED SCHOOL

Wilton Drive, Wilton, Milton Keynes MK15 9NN

Deputy Headship, Group 6

Required April 1987 for the opening of this new 5-11 combined school. A suitably qualified, committed and flexible teacher for the post of Deputy Head.

Applicants with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.

Application forms and further details are available from the Education Officer, J.A. Ginnver, B.Sc., M.Ed., at the Milton Keynes Area Education Office, 1 Wilton Gate East, Central Milton Keynes MK3 9BE, on receipt of a stamped addressed envelope. Closing date: 19 December 1986. (46750)

CAREER ASSESSMENT for teachers. See advert under Miscellaneous 110012

CROYDON

LONDON BOROUGH OF CROYDON

EDUCATION COMMITTEE

PARK HILL INFANTS SCHOOL

Stonehouse Road, Croydon, Surrey CR9 3NS

Tel: 01-680 0747

Candidates should be enthusiastic and imaginative teachers with the infant age range, who are committed to the best of current educational theory and practice.

Application forms available from the Head Teacher and should be returned by 9th January 1987.

Salary: Deputy Head Group 4. (46937) 110013

CROYDON

LONDON BOROUGH OF CROYDON

EDUCATION COMMITTEE

PARK HILL INFANTS SCHOOL

Stonehouse Road, Croydon, Surrey CR9 3NS

Tel: 01-680 0747

Candidates should be enthusiastic and imaginative teachers with the infant age range, who are committed to the best of current educational theory and practice.

Application forms available from the Head Teacher and should be returned by 9th January 1987.

Salary: Deputy Head Group 4. (46937) 110013

CROYDON

LONDON BOROUGH OF CROYDON

EDUCATION COMMITTEE

PARK HILL INFANTS SCHOOL

Stonehouse Road, Croydon, Surrey CR9 3NS

Tel: 01-680 0747

Candidates should be enthusiastic and imaginative teachers with the infant age range, who are committed to the best of current educational theory and practice.

Application forms available from the Head Teacher and should be returned by 9th January 1987.

Salary: Deputy Head Group 4. (46937) 110013

CROYDON

LONDON BOROUGH OF CROYDON

EDUCATION COMMITTEE

PARK HILL INFANTS SCHOOL

Stonehouse Road, Croydon, Surrey CR9 3NS

Tel: 01-680 0747

Candidates should be enthusiastic and imaginative teachers with the infant age range, who are committed to the best of current educational theory and practice.

Application forms available from the Head Teacher and should be returned by 9th January 1987.

Salary: Deputy Head Group 4. (46937) 110013

CROYDON

LONDON BOROUGH OF CROYDON

EDUCATION COMMITTEE

PARK HILL INFANTS SCHOOL

Stonehouse Road, Croydon, Surrey CR9 3NS

Tel: 01-680 0747

Candidates should be enthusiastic and imaginative teachers with the infant age range, who are committed to the best of current educational theory and practice.

Application forms available from the Head Teacher and should be returned by 9th January 1987.

Salary: Deputy Head Group 4. (46937) 110013

CROYDON

LONDON BOROUGH OF CROYDON

EDUCATION COMMITTEE

PARK HILL INFANTS SCHOOL

Stonehouse Road, Croydon, Surrey CR9 3NS

Tel: 01-680 0747

Candidates should be enthusiastic and imaginative teachers with the infant age range, who are committed to the best of current educational theory and practice.

Application forms available from the Head Teacher and should be returned by 9th January 1987.

Salary: Deputy Head Group 4. (46937) 110013

CROYDON

LONDON BOROUGH OF CROYDON

EDUCATION COMMITTEE

PARK HILL INFANTS SCHOOL

Stonehouse Road, Croydon, Surrey CR9 3NS

Tel: 01-680 0747

Candidates should be enthusiastic and imaginative teachers with the infant age range, who are committed to the best of current educational theory and practice.

Application forms available from the Head Teacher and should be returned by 9th January 1987.

Salary: Deputy Head Group 4. (46937) 110013

CROYDON

LONDON BOROUGH OF CROYDON

EDUCATION COMMITTEE

PARK HILL INFANTS SCHOOL

Stonehouse Road, Croydon, Surrey CR9 3NS

Tel: 01-680 0747

Candidates should be enthusiastic and imaginative teachers with the infant age range, who are committed to the best of current educational theory and practice.

Application forms available from the Head Teacher and should be returned by 9th January 1987.

Salary: Deputy Head Group 4. (46937) 110013

CROYDON

LONDON BOROUGH OF CROYDON

EDUCATION COMMITTEE

PARK HILL INFANTS SCHOOL

Stonehouse Road, Croydon, Surrey CR9 3NS

Tel: 01-680 0747

Candidates should be enthusiastic and imaginative teachers with the infant age range, who are committed to the best of current educational theory and practice.

Application forms available from the Head Teacher and should be returned by 9th January 1987.

Salary: Deputy Head Group 4. (46937) 110013

CROYDON

LONDON BOROUGH OF CROYDON

EDUCATION COMMITTEE

PARK HILL INFANTS SCHOOL

Stonehouse Road, Croydon, Surrey CR9 3NS

Tel: 01-680 0747

Candidates should be enthusiastic and imaginative teachers with the infant age range, who are committed to the best of current educational theory and practice.

Application forms available from the Head Teacher and should be returned by 9th January 1987.

Salary: Deputy Head Group 4. (46937) 110013

CROYDON

LONDON BOROUGH OF CROYDON

EDUCATION COMMITTEE

PARK HILL INFANTS SCHOOL

Stonehouse Road, Croydon, Surrey CR9 3NS

Tel: 01-680 0747

Candidates should be enthusiastic and imaginative teachers with the infant age range, who are committed to the best of current educational theory and practice.

Application forms available from the Head Teacher and should be returned by 9th January 1987.

Salary: Deputy Head Group 4. (46937) 110013

CROYDON

LONDON BOROUGH OF CROYDON

EDUCATION COMMITTEE

PARK HILL INFANTS SCHOOL

Stonehouse Road, Croydon, Surrey CR9 3NS

Tel: 01-680 0747

Candidates should be enthusiastic and imaginative teachers with the infant age range, who are committed to the best of current educational theory and practice.

Application forms available from the Head Teacher and should be returned by 9th January 1987.

Salary: Deputy Head Group 4. (46937) 110013

CROYDON

LONDON BOROUGH OF CROYDON

EDUCATION COMMITTEE

PARK HILL INFANTS SCHOOL

Stonehouse Road, Croydon, Surrey CR9 3NS

Tel: 01-680 0747

Candidates should be enthusiastic and imaginative teachers with the infant age range, who are committed to the best of current educational theory and practice.

Application forms available from the Head Teacher and should be returned by 9th January 1987.

Salary: Deputy Head Group 4. (46937) 110013

CROYDON

LONDON BOROUGH OF CROYDON

EDUCATION COMMITTEE

PARK HILL INFANTS SCHOOL

Stonehouse Road, Croydon, Surrey CR9 3NS

Tel: 01-680 0747

Candidates should be enthusiastic and imaginative teachers with the infant age range, who are committed to the best of current educational theory and practice.

Application forms available from the Head Teacher and should be returned by 9th January 1987.

Salary: Deputy Head Group 4. (46937) 110013

CROYDON

LONDON BOROUGH OF CROYDON

EDUCATION COMMITTEE

PARK HILL INFANTS SCHOOL

Stonehouse Road, Croydon, Surrey CR9 3NS

Tel: 01-680 0747

Candidates should be enthusiastic and imaginative teachers with the infant age range, who are committed to the best of current educational theory and practice.

Application forms available from the Head Teacher and should be returned by 9th January 1987.

Salary: Deputy Head Group 4. (46937) 110013

CROYDON

LONDON BOROUGH OF CROYDON

EDUCATION COMMITTEE

PARK HILL INFANTS SCHOOL

Stonehouse Road, Croydon, Surrey CR9 3NS

Tel: 01-680 0747

Candidates should be enthusiastic and imaginative teachers with the infant age range, who are committed to the best of current educational theory and practice.

Application forms available from the Head Teacher and should be returned by 9th January 1987.

Salary: Deputy Head Group 4. (46937) 110013

CROYDON

LONDON BOROUGH OF CROYDON

EDUCATION COMMITTEE

PARK HILL INFANTS SCHOOL

Stonehouse Road, Croydon, Surrey CR9 3NS

Tel: 01-680 0747

Candidates should be enthusiastic and imaginative teachers with the infant age range, who are committed to the best of current educational theory and practice.

Application forms available from the Head Teacher and should be returned by 9th January 1987.

Salary: Deputy Head Group 4. (46937) 110013

CROYDON

LONDON BOROUGH OF CROYDON

EDUCATION COMMITTEE

PARK HILL INFANTS SCHOOL

Stonehouse Road, Croydon, Surrey CR9 3NS

Tel: 01-680 0747

Candidates should be enthusiastic and imaginative teachers with the infant age range, who are committed to the best of current educational theory and practice.

Application forms available from the Head Teacher and should be returned by 9th January 1987.

Salary: Deputy Head Group 4. (46937) 110013

CROYDON

LONDON BOROUGH OF CROYDON

EDUCATION COMMITTEE

PARK HILL INFANTS SCHOOL

Stonehouse Road, Croydon, Surrey CR9 3NS

Tel: 01-680 0747

Candidates should be enthusiastic and imaginative teachers with the infant age range, who are committed to the best of current educational theory and practice.

Application forms available from the Head Teacher and should be returned by 9th January 1987.

Salary: Deputy Head Group 4. (46937) 110013

CROYDON

LONDON BOROUGH OF CROYDON

EDUCATION COMMITTEE

PARK HILL INFANTS SCHOOL

Stonehouse Road, Croydon, Surrey CR9 3NS

Tel: 01-680 0747

Candidates should be enthusiastic and imaginative teachers with the infant age range, who are committed to the best of current educational theory and practice.

Application forms available from the Head Teacher and should be returned by 9th January 1987.

Salary: Deputy Head Group 4. (46937) 110013

CROYDON

LONDON BOROUGH OF CROYDON

EDUCATION COMMITTEE

PARK HILL INFANTS SCHOOL

Stonehouse Road, Croydon, Surrey CR9 3NS

Tel: 01-680 0747

Candidates should be enthusiastic and imaginative teachers with the infant age range, who are committed to the best of current educational theory and practice.

Application forms available from the Head Teacher and should be returned by 9th January 1987.

Salary: Deputy Head Group 4. (46937) 110013

CROYDON

LONDON BOROUGH OF CROYDON

EDUCATION COMMITTEE

PARK HILL INFANTS SCHOOL

Stonehouse Road, Croydon, Surrey CR9 3NS

Tel: 01-680 0747

Candidates should be enthusiastic and imaginative teachers with the infant age range, who are committed to the best of current educational theory and practice.

Application forms available from the Head Teacher and should be returned by 9th January 1987.

Salary: Deputy Head Group 4. (46937) 110013

SECONDARY HOME

BARNET
LONDON BOROUGH
BOROUGH APPOINTMENT
SUPPORT STAFF SCALE
Required JANUARY
experienced HOME E
MICS in Secondary sc
teaching of HOME E
MICS in Secondary sc
Appointments will be
to the Borough's contri
ling, and travelling ex
will be paid at casual
rates.
The teachers appoint
need to be able to adapt
to different situations

longer and than two schools a week, priority will be to those where examination classes would otherwise have specialised to those appointed would be expected to involve them in the curriculum development of the departments to which they are assigned.

On occasions these may include an element in-service.

Removal expenses
separation allowances

MERTON
LONDON BOROUGH OF
MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL
OPPORTUNITIES EMPLOYER
TAMWORTH MANOR ROAD
SCHOOL
Wilde Way, Mitcham, Surrey

Head Teacher: MFG 13-18
 City: _____
 Age Range: 13-18 years
 on Roll: 760
 Acquired February, 19
 porary TEACHER of
 ECONOMICS with some
 WORK and CHILD
 motion.
 Closing date: A.S.A.
 Application forms and
 particulars of the p
 available from the
 teacher at the above a
 Please enclose a s
 stamped envelope.
 (0556)

**BARKING
AND DAGENHAM**
UNION BOUQUET, HILL
BARKING AND DAGENHAM
BOUQUET PICTURE
SCHOOL
SCHOOL OF HOME
ECONOMICS
For further details
enquiry advert on this p.
(46157)

CAREER ASSOCIATES
Barking, Sun advert
miscellaneous
(46157)

ENFIELD
LONDON BOROUGH OF
ENFIELD
BOY'S FAMILY CONVE
SCHOOL
London Road, Enfield E
S-3
Required January

Ability to offer other
an advantage.

Applications for other de-
bts would be consid-
London Allowance.
Application forms
SAX obtainable from
be returned to, the
Teacher as soon as pu-
An equal opportu-
player. (46740)

CHUBWICK SCHOOL
101 Kingston Lane, Chiswick,
Middx. UB8 3PH
Tel: 01-747 0031
Headteacher: Mr B.S. H
B.Sc.
Required for January 1
lively and enthusiastic
Home Economics, B
team of three, th
The Department off
courses in Cookery, F
Home Management, Te
and Child Development
G.C.E. (M. E. O.)
The successful candi

First instance to the
Headmaster giving details
qualifications and names
addresses of two referees
(i.e. a. Toolscap please)
7 days.
London Allowance: 1
WE ARE AN EQUAL
OPPORTUNITY EMPLOYER
(14982)

MERTON
LONDON BOROUGH OF
MERTON

OPPORTUNITIES EMERGING
 RICHARDS LODGE HIGH
 SCHOOL
 Lake Road, London SW
 Tel: 01-846 2208
 Headteacher: Mrs J. E.
 Age range 13-18 years
 60 on Roll; 770 Girls
 60 in the sixth for
 acquired in January
 Teacher of TEXTILES
 in Fashion and
 Department
 Application forms a
 particular of the
 available

Situated on the North Bank of the Thames, a few miles to the east of Central London we are conveniently located for the City and West End within accessible distance of the Essex countryside and coast. Our schools are well maintained and well equipped and there is a flourishing Teachers' Centre. The Authority pays special attention to in-service training.

Among the many benefits we can offer are:

- ★ 100% removal expenses payable to teachers moving to the area to take up permanent appointments
- ★ special consideration for temporary Council accommodation (for up to a year)
- ★ £1,110 per annum Inner London Allowance.

**ASSISTANT TEACHER OF
ENGLISH/SPECIAL NEEDS,
Scale 1**

MAYESBROOK COMPREHENSIVE SCHOOL
(ROLL 1200)
CANNINGTON ROAD, DAGENHAM

**ASSISTANT TEACHER OF
C.D.T., Scale 1**

**GORESBROOK ROAD, DAGENHAM,
ESSEX. TEL: 01-595 4134.**

GEOGRAPHY, Scale 1
Ability to assist with other subjects an advantage.
WARREN COMPREHENSIVE SCHOOL

**WHALEBONE LANE NORTH,
CHADWELL HEATH, ROMFORD, ESSEX.
TEL: 01-590 3497.**

This is an 11-18 years mixed comprehensive

within easy reach of Central London. A recent re-building programme has resulted in excellent new resources together with extensive recreational facilities.

Scale 4

Applications are sought from enthusiastic, committed teachers who are able to lead a team of

of programmes of work to cater for the whole ability range.

2. ASSISTANT TEACHER OF

To teach across the age and ability range. Applicants are sought 'who have an interest in Integrated/Modular Science. A recent re-building programme has added specialist computing

3. TEACHER OF GIRLS' P.E.

Required from February, 1987, to cover for maternity leave. Full or part-time. The school has a dance studio, two gymnasiums, a sports hall and outdoor sports facilities.

For all the above posts apply in writing immediately to the Headteacher at the school concerned.

An Equal Opportunity Employer.

...the fact that the *Journal* is not a journal in the traditional sense of the word, but a journal in the sense of the word 'journal' as used in the title of the *Journal of the American Medical Association*.

NORFOLK COUNTY COUNCIL

MARSHLAND HIGH SCHOOL
Marshland, West Welling.
N. Walsby, Head.
Tel: 01493 61111

Full-time (Group 9)
11-16 Years

Required January 1987 or as soon as possible. Scale 1 (Temporary or temporary) for a full-time teacher to undertake GCE/IGCSE and CSE Biology (with some general science).

Apply by letter giving names of two referees and to the Headmaster as soon as possible. Further details available on request. (46364) 134822

OXFORDSHIRE COUNTY COUNCIL

BANBURY SCHOOL
Banbury, Oxfordshire.
Mixed 11-19 Comprehensive.
11-16 Years

Required until August 1987. Due to sickness, a Physical Science teacher is required to teach within the Science/Technology faculty and able to offer Chemistry to 'A' level.

Further details and application forms available from the Principal on receipt of SAE. An Equal Opportunity Employer. (46753) 134822

SURREY EDUCATION COMMITTEE

ELIOT REINOLD COLE
Eliot, Surrey.
Full-time (Group 9)
11-16 Years

Required January 1987 or as soon as possible. Scale 1. To cover maternity leave from January 1987 for a suitably qualified candidate.

Further details from the Headmaster on receipt of SAE. (46445) 134822



Buckinghamshire County Council

Equal Opportunity Employer
WYCOMBE AREA

Scale 3 and Scale 2 Posts

Two teachers are required from April 1987 to work with teachers in multi-racial schools to develop community and inter-racial links. The posts will be based at the Multi-Cultural Resource Centre at High Wycombe, and the project will initially run for 2 years. Qualification or experience in Community work or the ability to speak Punjabi/Urdu will be an advantage.

Further details and application form available from the Education Office, Thame House, 9 Castle Street, High Wycombe, Bucks. Telephone 0494 442277. Closing date 19th December, 1986. (46806)

Education

Head Teacher: Gravenhurst Lower School

Required for April 1987
Estimated number on roll: 25 children aged 5 to 8 years
Applications are invited from suitably qualified and experienced teachers for the Headship of this Group 1 School.
Salary: Group 1
Based at: Gravenhurst Lower School, High Street, Gravenhurst, Bedfordshire MK45 4HY

Application form and further details may be obtained from the Chief Education Officer, County Hall, Bedford MK42 8AP on receipt of a stamped, addressed envelope.
Closing date for applications: 18th December 1986

Deputy Head Group 3

Required for April 1987, a Deputy Head Group 3
Based at: Hart Hill Infant School, Grooms Road, Luton, Beds.
Telephone 30023

Application forms available from and returnable to the Headmaster. SAE please.

Second Master/Mistress

Second Master/Mistress Group 9 required for April 1987.
A well qualified and experienced teacher is sought with an interest in special needs to join the Senior Management team.
Based at: Houghton Regis Upper School & Community College, Parkside Drive, Houghton Regis. Telephone 888188

Application forms available from and returnable to the Headmaster. SAE please.

Teacher of Maths Scale 1

Required for 18th January 1987, a teacher of Mathematics, Scale 1, temporary to cover maternity leave.
Based at: Vandeyke Upper School & Community College, Vandeyke Road, Leighton Buzzard, Beds. Telephone 376838

SOMERSET COUNTY COUNCIL

SEELY'S SCHOOL

SEELY'S SCHOOL
Bristol.
(11-16 Mixed)
Comprehensive. NOR 4001

For September 1987, a full-time, SCALE 1, to teach the subject through the school. This post could also be combined with residential responsibilities to an appropriate application and is commensurately rewarded.

Apply immediately to the Head at the school with full C.V. and the names and addresses of two referees.

An Equal Opportunity Employer. (46398) 134822

WILTSHIRE COUNTY COUNCIL

EDUCATION COMMITTEE

BRADON FOREST SCHOOL

BRADON FOREST SCHOOL
Bradford, Wiltshire.
Head Teacher: Mr. I.R. Perkins, S.A.E.

11-16 Mixed
Comprehensive School

Required from January 1987, a Scale 1 teacher of Science (preferably with some knowledge and experience of integrated science) to teach at all levels. The applicant should have a willingness to play an active part in the various curricular activities initiated by forward thinking Science teachers.

Letter of application, C.V. and names and addresses of two referees to the Head Teacher.

Wiltshire is an Equal Opportunity Employer. (46763) 134822

WEST SUSSEX

HAZELWICK SCHOOL

HAZELWICK SCHOOL
Three Bridges, Crawley, Sussex.
Required January, graduate teacher of CHEMISTRY to join a fully successful science department. This is a well established 12-18 comprehensive school.

Full-time, 12-18 level, to teach through the school (candidate) and teaching across the whole age and ability range available for a suitable candidate. Application form and further details from Headmaster on receipt of SAE. (46343) 134822

SEFTON METROPOLITAN BOROUGH OF SEFTON

SALESIAN R.C. HIGH SCHOOL

SALESIAN R.C. HIGH SCHOOL
Northerton Way, Bootle, Merseyside L30 3NA

TEMPORARY TEACHER OF PHYSICS (Scale 1)
Required for January 1987 for two terms to teach Physics to Year 10 and 11. The holder of this post would be expected to amalgamate with 11-16 school on one site in September 1987.

Previous applicants automatically considered for the post. Further details and application forms available from the Headmaster on receipt of SAE. (46356) 134822

WEST SUSSEX EDUCATION DEPARTMENT

TEACHER OF PHYSICS

LITTLEHAMPTON COMMUNITY SCHOOL

LITTLEHAMPTON COMMUNITY SCHOOL
Littlehampton, Sussex.
Full-time (Group 9)
11-16 Years

Required from January 1987, a full-time teacher of Physics to teach at all levels. The applicant should have a willingness to play an active part in the various curricular activities initiated by forward thinking Science teachers.

Letter of application, C.V. and names and addresses of two referees to the Head Teacher.

Wiltshire is an Equal Opportunity Employer. (46763) 134822

WEST GLAMORGAN COUNTY COUNCIL

COMMUNITY CARE AND SOCIAL WORK

Required for January 1987, a full-time teacher of Physics to teach at all levels. The applicant should have a willingness to play an active part in the various curricular activities initiated by forward thinking Science teachers.

Letter of application, C.V. and names and addresses of two referees to the Head Teacher.

Wiltshire is an Equal Opportunity Employer. (46763) 134822

Social Studies

Scale 2 Posts and above

MERTON LONDON BOROUGH OF MERTON

EDUCATION COMMITTEE

MERTON IS AN EQUAL OPPORTUNITY EMPLOYER

MERTON HIGH SCHOOL

MERTON HIGH SCHOOL
Roxford Road, London SW16
Tel: 01-764 7179

Head Teacher: Mrs D.G. Hough

Age Range: 11-18 years
Mixed 11-19 Comprehensive

Required for February 1987, a full-time teacher of Social Studies to teach at all levels. The applicant should have a willingness to play an active part in the various curricular activities initiated by forward thinking Social Studies teachers.

Letter of application, C.V. and names and addresses of two referees to the Head Teacher.

Merton is an Equal Opportunity Employer. (46888) 135020

THE GRAMMAR SCHOOL

THE GRAMMAR SCHOOL
Leicester Road, Ashby de la Zouche, Leics. LE65 5DH

11-18 Mixed
Comprehensive

Required for February 1987, a full-time teacher of Social Studies to teach at all levels. The applicant should have a willingness to play an active part in the various curricular activities initiated by forward thinking Social Studies teachers.

Letter of application, C.V. and names and addresses of two referees to the Head Teacher.

Merton is an Equal Opportunity Employer. (46888) 135020

NOR 1855

DRAMA

Required for January, April or September of an enthusiastic Drama Department within the school and the community for Drama/Theatre activities.

Please contact the Headteacher for further details. (SAE). (46561) 135020

OXFORDSHIRE COUNTY COUNCIL

BANBURY SCHOOL

BANBURY SCHOOL
Banbury, Oxfordshire.
Mixed 11-19 Comprehensive

Required for January 1987, a full-time teacher of Drama to teach at all levels. The applicant should have a willingness to play an active part in the various curricular activities initiated by forward thinking Drama teachers.

Letter of application, C.V. and names and addresses of two referees to the Head Teacher.

Merton is an Equal Opportunity Employer. (46888) 135020

KENT COUNTY COUNCIL

EDUCATION COMMITTEE

NORTH MELEN AREA

NORTH MELEN AREA
Required for April 1987 or as soon as possible, a suitably qualified and experienced teacher to take charge of the Drama/Theatre activities within the school and the community for Drama/Theatre activities.

Please contact the Headteacher for further details. (SAE). (46561) 135020

SURREY EDUCATION COMMITTEE

LITTLEHAMPTON COMMUNITY SCHOOL

LITTLEHAMPTON COMMUNITY SCHOOL
Littlehampton, Sussex.
Full-time (Group 9)
11-16 Years

Required for January 1987, a full-time teacher of Physics to teach at all levels. The applicant should have a willingness to play an active part in the various curricular activities initiated by forward thinking Physics teachers.

Letter of application, C.V. and names and addresses of two referees to the Head Teacher.

Wiltshire is an Equal Opportunity Employer. (46763) 134822

Infant Specialist

From the 1st January 1987, for one term only, a qualified and experienced Infant Specialist Teacher is required for a team. Salary: Scale 1.

Hours: Full Time

Based at: MERC, Luton

Further details from Mr R. Bardon, Team Leader, telephone Luton: 507787

The Council is an equal opportunity employer, and welcomes applications from members of ethnic minority groups, disabled persons and all other sections of the community.

Teacher of Art Scale 1

Required for January 1987, a teacher of Art, Scale 1, in the Design Faculty. Temporary for one term in the first instance.

Based at: Manshead Upper School, Dunstable Road, Caddington, Beds. Telephone 88881

Application forms available from and returnable to Headmaster. SAE please.

School Teacher

Required from 9th February 1987, a Teacher of girls P.E. with class responsibility, Scale One, for the remainder of the Academic Year to cover a period of Maternity leave.

Salary: Scale One

Hours: Full Time

Locations: Littleport Middle School, Station Road, Oakley, Bedfordshire MK43 7RE. Telephone 888188 (envelope S.A.E. please)

Deputy Head Group 3

Required for April 1987, a Deputy Head Group 3
Based at: Hart Hill Infant School, Grooms Road, Luton, Beds.
Telephone 30023

Application forms available from and returnable to the Headmaster. SAE please.

Second Master/Mistress

Second Master/Mistress Group 9 required for April 1987.
A well qualified and experienced teacher is sought with an interest in special needs to join the Senior Management team.
Based at: Houghton Regis Upper School & Community College, Parkside Drive, Houghton Regis. Telephone 888188

Application forms available from and returnable to the Headmaster. SAE please.

Teacher of Maths Scale 1

Required for 18th January 1987, a teacher of Mathematics, Scale 1, temporary to cover maternity leave.
Based at: Vandeyke Upper School & Community College, Vandeyke Road, Leighton Buzzard, Beds. Telephone 376838

Scale 1 Posts

CAREER ASSESSMENT

Required for January 1987, a full-time teacher of Physics to teach at all levels. The applicant should have a willingness to play an active part in the various curricular activities initiated by forward thinking Physics teachers.

Letter of application, C.V. and names and addresses of two referees to the Head Teacher.

Wiltshire is an Equal Opportunity Employer. (46763) 134822

Scale 2 Posts and above

KENT COUNTY COUNCIL

EDUCATION COMMITTEE

EDUCATION COMMITTEE
Required for April 1987 or as soon as possible, a suitably qualified and experienced teacher to take charge of the Drama/Theatre activities within the school and the community for Drama/Theatre activities.

Please contact the Headteacher for further details. (SAE). (46561) 135020

Scale 1 Posts

Required for January, April or September of an enthusiastic Drama Department within the school and the community for Drama/Theatre activities.

Please contact the Headteacher for further details. (SAE). (46561) 135020

Scale 1 Posts

CHESHIRE EDUCATION COMMITTEE

THE HEATH SCHOOL

THE HEATH SCHOOL
Chiltham, Dorset.
WAT 465

11-18 1250 pupils - mixed

Required for January 1987, a full-time teacher of Drama to teach at all levels. The applicant should have a willingness to play an active part in the various curricular activities initiated by forward thinking Drama teachers.

Letter of application, C.V. and names and addresses of two referees to the Head Teacher.

Merton is an Equal Opportunity Employer. (46888) 135020

SOCIAL STUDIES

Required for January 1987, a full-time teacher of Social Studies to teach at all levels. The applicant should have a willingness to play an active part in the various curricular activities initiated by forward thinking Social Studies teachers.

Letter of application, C.V. and names and addresses of two referees to the Head Teacher.

Merton is an Equal Opportunity Employer. (46888) 135020

Application forms and further information from the Headmaster at the school. (46813) 135022

WARWICKSHIRE

CAMPION SCHOOL

CAMPION SCHOOL
Syringham Drive, Leamington Spa CV31 1QH

11-16 Mixed
Comprehensive School

Required for January 1987, a full-time teacher of Physics to teach at all levels. The applicant should have a willingness to play an active part in the various curricular activities initiated by forward thinking Physics teachers.

Letter of application, C.V. and names and addresses of two referees to the Head Teacher.

Wiltshire is an Equal Opportunity Employer. (46763) 134822

BERKSHIRE

THE ALFRED GREEN SCHOOL

THE ALFRED GREEN SCHOOL
Reading, Berkshire.
N.O.R. 1880

11-18 1250 pupils - mixed

Required for January 1987, a full-time teacher of Drama to teach at all levels. The applicant should have a willingness to play an active part in the various curricular activities initiated by forward thinking Drama teachers.

Letter of application, C.V. and names and addresses of two referees to the Head Teacher.

Merton is an Equal Opportunity Employer. (46888) 135020

BARKING AND DAGENHAM LONDON BOROUGH OF BARKING AND DAGENHAM

BARKING AND DAGENHAM

BARKING AND DAGENHAM
Barking, Essex.
Mixed 11-19 Comprehensive

Required for January 1987, a full-time teacher of Drama to teach at all levels. The applicant should have a willingness to play an active part in the various curricular activities initiated by forward thinking Drama teachers.

Letter of application, C.V. and names and addresses of two referees to the Head Teacher.

Merton is an Equal Opportunity Employer. (46888) 135020

LEICESTERSHIRE COUNTY COUNCIL

AN EQUAL OPPORTUNITY EMPLOYER

MOAT COMMUNITY COLLEGE

MOAT COMMUNITY COLLEGE
Malden Road, Leicester
LE1 1JY

11-16 Mixed
Comprehensive School

Required for January 1987, a full-time teacher of Drama to teach at all levels. The applicant should have a willingness to play an active part in the various curricular activities initiated by forward thinking Drama teachers.

Letter of application, C.V. and names and addresses of two referees to the Head Teacher.

Merton is an Equal Opportunity Employer. (46888) 135020

Scale 1 Posts

BARKING AND DAGENHAM LONDON BOROUGH OF BARKING AND DAGENHAM

BARKING AND DAGENHAM
Barking, Essex.
Mixed 11-19 Comprehensive

Required for January 1987, a full-time teacher of Drama to teach at all levels. The applicant should have a willingness to play an active part in the various curricular activities initiated by forward thinking Drama teachers.

Letter of application, C.V. and names and addresses of two referees to the Head Teacher.

Merton is an Equal Opportunity Employer. (46888) 135020

BERKSHIRE

THE ALFRED GREEN SCHOOL

THE ALFRED GREEN SCHOOL
Reading, Berkshire.
N.O.R. 1880

11-18 1250 pupils - mixed

Required for January 1987, a full-time teacher of Drama to teach at all levels. The applicant should have a willingness to play an active part in the various curricular activities initiated by forward thinking Drama teachers.

Letter of application, C.V. and names and addresses of two referees to the Head Teacher.

Merton is an Equal Opportunity Employer. (46888) 135020

BUCKINGHAMSHIRE

MILTON KEYNES AREA

MILTON KEYNES AREA
Required for January 1987, a full-time teacher of Drama to teach at all levels. The applicant should have a willingness to play an active part in the various curricular activities initiated by forward thinking Drama teachers.

Letter of application, C.V. and names and addresses of two referees to the Head Teacher.

Merton is an Equal Opportunity Employer. (46888) 135020

Scale 2 Posts and above

LEICESTERSHIRE COUNTY COUNCIL

LEICESTERSHIRE COUNTY COUNCIL
Required for January 1987, a full-time teacher of Drama to teach at all levels. The applicant should have a willingness to play an active part in the various curricular activities initiated by forward thinking Drama teachers.

Letter of application, C.V. and names and addresses of two referees to the Head Teacher.

Merton is an Equal Opportunity Employer. (46888) 135020

THE GRAMMAR SCHOOL

THE GRAMMAR SCHOOL
Leicester Road, Ashby de la Zouche, Leics. LE65 5DH

11-18 Mixed
Comprehensive

Required for February 1987, a full-time teacher of Social Studies to teach at all levels. The applicant should have a willingness to play an active part in the various curricular activities initiated by forward thinking Social Studies teachers.

Letter of application, C.V. and names and addresses of two referees to the Head Teacher.

Merton is an Equal Opportunity Employer. (46888) 135020

NOR 1855

DRAMA

Required for January, April or September of an enthusiastic Drama Department within the school and the community for Drama/Theatre activities.

Please contact the Headteacher for further details. (SAE). (46561) 135020

OXFORDSHIRE COUNTY COUNCIL

BANBURY SCHOOL

BANBURY SCHOOL
Banbury, Oxfordshire.
Mixed 11-19 Comprehensive

Required for January 1987, a full-time teacher of Drama to teach at all levels. The applicant should have a willingness to play an active part in the various curricular activities initiated by forward thinking Drama teachers.

Letter of application, C.V. and names and addresses of two referees to the Head Teacher.

Merton is an Equal Opportunity Employer. (46888) 135020

KENT COUNTY COUNCIL

EDUCATION COMMITTEE

EDUCATION COMMITTEE
Required for April 1987 or as soon as possible, a suitably qualified and experienced teacher to take charge of the Drama/Theatre activities within the school and the community for Drama/Theatre activities.

Please contact the Headteacher for further details. (SAE). (46561) 135020

SURREY EDUCATION COMMITTEE

LITTLEHAMPTON COMMUNITY SCHOOL

LITTLEHAMPTON COMMUNITY SCHOOL
Littlehampton, Sussex.
Full-time (Group 9)
11-16 Years

Required for January 1987, a full-time teacher of Physics to teach at all levels. The applicant should have a willingness to play an active part in the various curricular activities initiated by forward thinking Physics teachers.

Letter of application, C.V. and names and addresses of two referees to the Head Teacher.

Wiltshire is an Equal Opportunity Employer. (46763) 134822

Infant Specialist

From the 1st January 1987, for one term only, a qualified and experienced Infant Specialist Teacher is required for a team. Salary: Scale 1.

Hours: Full Time

Based at: MERC, Luton

Further details from Mr R. Bardon, Team Leader, telephone Luton: 507787

The Council is an equal opportunity employer, and welcomes applications from members of ethnic minority groups, disabled persons and all other sections of the community.

Teacher of Art Scale 1

Required for January 1987, a teacher of Art, Scale 1, in the Design Faculty. Temporary for one term in the first instance.

Based at: Manshead Upper School, Dunstable Road, Caddington, Beds. Telephone 88881

Application forms available from and returnable to Headmaster. SAE please.

School Teacher

Required from 9th February 1987, a Teacher of girls P.E. with class responsibility, Scale One, for the remainder of the Academic Year to cover a period of Maternity leave.

Salary: Scale One

Hours: Full Time

Locations: Littleport Middle School, Station Road, Oakley, Bedfordshire MK43 7RE. Telephone 888188 (envelope S.A.E. please)

Deputy Head Group 3

Required for April 1987, a Deputy Head Group 3
Based at: Hart Hill Infant School, Grooms Road, Luton, Beds.
Telephone 30023

Application forms available from and returnable to the Headmaster. SAE please.

Second Master/Mistress

Second Master/Mistress Group 9 required for April 1987.
A well qualified and experienced teacher is sought with an interest in special needs to join the Senior Management team.
Based at: Houghton Regis Upper School & Community College, Parkside Drive, Houghton Regis. Telephone 888188

Application forms available from and returnable to the Headmaster. SAE please.

Teacher of Maths Scale 1

Required for 18th January 1987, a teacher of Mathematics, Scale 1, temporary to cover maternity leave.
Based at: Vandeyke Upper School & Community College, Vandeyke Road, Leighton Buzzard, Beds. Telephone 376838

Scale 1 Posts

CAREER ASSESSMENT

Required for January 1987, a full-time teacher of Physics to teach at all levels. The applicant should have a willingness to play an active part in the various curricular activities initiated by forward thinking Physics teachers.

Letter of application, C.V. and names and addresses of two referees to the Head Teacher.

Wiltshire is an Equal Opportunity Employer. (46763) 134822

Scale 2 Posts and above

KENT COUNTY COUNCIL

EDUCATION COMMITTEE

EDUCATION COMMITTEE
Required for April 1987 or as soon as possible, a suitably qualified and experienced teacher to take charge of the Drama/Theatre activities within the school and the community for Drama/Theatre activities.

Please contact the Headteacher for further details. (SAE). (46561) 135020

Scale 1 Posts

CAREER ASSESSMENT

Required for January 1987, a full-time teacher of Physics to teach at all levels. The applicant should have a willingness to play an active part in the various curricular activities initiated by forward thinking Physics teachers.

Letter of application, C.V. and names and addresses of two referees to the Head Teacher.

Wiltshire is an Equal Opportunity Employer. (46763) 134822

Scale 2 Posts and above

KENT COUNTY COUNCIL

KENT COUNTY COUNCIL
Required for April 1987 or as soon as possible, a suitably qualified and experienced teacher to take charge of the Drama/Theatre activities within the school and the community for Drama/Theatre activities.

Please contact the Headteacher for further details. (SAE). (46561) 135020

Scale 1 Posts

CHESHIRE EDUCATION COMMITTEE

THE HEATH SCHOOL

THE HEATH SCHOOL
Chiltham, Dorset.
WAT 465

11-18 1250 pupils - mixed

Required for January 1987, a full-time teacher of Drama to teach at all levels. The applicant should have a willingness to play an active part in the various curricular activities initiated by forward thinking Drama teachers.

Letter of application, C.V. and names and addresses of two referees to the Head Teacher.

Merton is an Equal Opportunity Employer. (46888) 135020

SOCIAL STUDIES

Required for January 1987, a full-time teacher of Social Studies to teach at all levels. The applicant should have a willingness to play an active part in the various curricular activities initiated by forward thinking Social Studies teachers.

Letter of application, C.V. and names and addresses of two referees to the Head Teacher.

Merton is an Equal Opportunity Employer. (46888) 135020

GLOUCESTERSHIRE

ADULT EDUCATION SCHOOL
 Applications for 1987/88 for a full-time teacher to teach English and Mathematics to adults. The school is situated in the town of Gloucester and has a long history of providing education for adults. The successful candidate will be responsible for the teaching and supervision of students. Applications should be sent to the Headmaster, Gloucester Adult Education School, Gloucester, Gloucestershire GL1 2JF. Closing date: 15th December 1986.

RE-ADVERTISING
GREEN CROFT SCHOOL
 Applications for 1987/88 for a full-time teacher to teach English and Mathematics to adults. The school is situated in the town of Gloucester and has a long history of providing education for adults. The successful candidate will be responsible for the teaching and supervision of students. Applications should be sent to the Headmaster, Green Croft School, Gloucester, Gloucestershire GL1 2JF. Closing date: 15th December 1986.

HERTFORDSHIRE
LAKEVIEW SCHOOL
 Applications for 1987/88 for a full-time teacher to teach English and Mathematics to adults. The school is situated in the town of Hertford and has a long history of providing education for adults. The successful candidate will be responsible for the teaching and supervision of students. Applications should be sent to the Headmaster, Lakeview School, Hertford, Hertfordshire SG11 2JF. Closing date: 15th December 1986.

HERTFORDSHIRE
HAILEY HALL SCHOOL
 Applications for 1987/88 for a full-time teacher to teach English and Mathematics to adults. The school is situated in the town of Hertford and has a long history of providing education for adults. The successful candidate will be responsible for the teaching and supervision of students. Applications should be sent to the Headmaster, Hailey Hall School, Hertford, Hertfordshire SG11 2JF. Closing date: 15th December 1986.

APPOINTMENTS IN SCOTLAND



Tayside Regional Council
EDUCATION DEPARTMENT
RECTOR
WEBSTER'S HIGH SCHOOL, KIRRIEMUIR
 (Responsibility Allowance - £9111)

Applications are invited from suitably qualified registered teachers with substantial teaching experience who currently hold a post of responsibility. The school is an all-through 6 year comprehensive serving the town of Kirriemuir and surrounding rural area, with a roll of 634 including 264 pupils in S4-S6. Application forms and full details are available from the Education Department (Staffing Section), Floor 8, Tayside House, 28 Crichton Street, Dundee DD1 3JF, to whom they should be returned not later than MONDAY, 22 DECEMBER 1986.

TAYSIDE REGIONAL COUNCIL IS AN EQUAL OPPORTUNITIES EMPLOYER

SURREY
EDUCATION COMMITTEE
THE ADULT EDUCATION SCHOOL
 Applications for 1987/88 for a full-time teacher to teach English and Mathematics to adults. The school is situated in the town of Guildford and has a long history of providing education for adults. The successful candidate will be responsible for the teaching and supervision of students. Applications should be sent to the Headmaster, Adult Education School, Guildford, Surrey GU1 2JF. Closing date: 15th December 1986.

WILTSHIRE
COTSWOLD COMMUNITY
EDUCATION THERAPIST
 Applications for 1987/88 for a full-time therapist to work with children and adults. The school is situated in the town of Swindon and has a long history of providing education for adults. The successful candidate will be responsible for the teaching and supervision of students. Applications should be sent to the Headmaster, Cotswold Community, Swindon, Wiltshire SN1 2JF. Closing date: 15th December 1986.

HERTFORDSHIRE
LAKEVIEW SCHOOL
 Applications for 1987/88 for a full-time teacher to teach English and Mathematics to adults. The school is situated in the town of Hertford and has a long history of providing education for adults. The successful candidate will be responsible for the teaching and supervision of students. Applications should be sent to the Headmaster, Lakeview School, Hertford, Hertfordshire SG11 2JF. Closing date: 15th December 1986.

HERTFORDSHIRE
HAILEY HALL SCHOOL
 Applications for 1987/88 for a full-time teacher to teach English and Mathematics to adults. The school is situated in the town of Hertford and has a long history of providing education for adults. The successful candidate will be responsible for the teaching and supervision of students. Applications should be sent to the Headmaster, Hailey Hall School, Hertford, Hertfordshire SG11 2JF. Closing date: 15th December 1986.

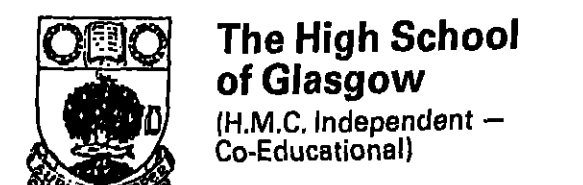
HERTFORDSHIRE
HAILEY HALL SCHOOL
 Applications for 1987/88 for a full-time teacher to teach English and Mathematics to adults. The school is situated in the town of Hertford and has a long history of providing education for adults. The successful candidate will be responsible for the teaching and supervision of students. Applications should be sent to the Headmaster, Hailey Hall School, Hertford, Hertfordshire SG11 2JF. Closing date: 15th December 1986.

SURREY
LINGFIELD HOSPITAL
SCHOOL
 Applications for 1987/88 for a full-time teacher to teach English and Mathematics to adults. The school is situated in the town of Lingfield and has a long history of providing education for adults. The successful candidate will be responsible for the teaching and supervision of students. Applications should be sent to the Headmaster, Lingfield Hospital School, Lingfield, Surrey GU11 2JF. Closing date: 15th December 1986.

SURREY
LINGFIELD HOSPITAL
SCHOOL
 Applications for 1987/88 for a full-time teacher to teach English and Mathematics to adults. The school is situated in the town of Lingfield and has a long history of providing education for adults. The successful candidate will be responsible for the teaching and supervision of students. Applications should be sent to the Headmaster, Lingfield Hospital School, Lingfield, Surrey GU11 2JF. Closing date: 15th December 1986.

SURREY
LINGFIELD HOSPITAL
SCHOOL
 Applications for 1987/88 for a full-time teacher to teach English and Mathematics to adults. The school is situated in the town of Lingfield and has a long history of providing education for adults. The successful candidate will be responsible for the teaching and supervision of students. Applications should be sent to the Headmaster, Lingfield Hospital School, Lingfield, Surrey GU11 2JF. Closing date: 15th December 1986.

TAYSIDE REGIONAL COUNCIL IS AN EQUAL OPPORTUNITIES EMPLOYER



The High School of Glasgow
 (H.M.C. Independent - Co-Educational)

HEAD OF COMPUTING DEPARTMENT

required to teach the subject on a full-time basis throughout the school and to take charge of a well-equipped computer laboratory.

Applications by Friday, 12th December, with curriculum vitae and the names of two referees to the Rector, the High School of Glasgow, 637 Crow Road, Glasgow G13 1PL, from whom further details may be obtained.

SECONDARY SCHOOLS
PROMOTED POST
PRINCIPAL TEACHER OF MATHEMATICS
HAWICK HIGH SCHOOL
 Roll 1250
 Responsibility Payment £3396 per annum

Application forms may be obtained from the Personnel Department, Regional Headquarters, Newtown St Boswells, Melrose TD8 0SA. Completed forms should be returned to the Personnel Manager.

REGIONAL COUNCIL
Borders

Lothian

REGIONAL COUNCIL
DEPARTMENT OF EDUCATION
TEACHING APPOINTMENTS
PRIMARY
HEAD TEACHER
 (Re Advertisement)
 Aberlady Primary School, Aberlady
 Responsibility Allowance £1926

Salary will be in accordance with the current Scottish Teachers' Salaries Memorandum.

Application forms may be obtained from the Head of Personnel, Personnel Section, 40 Torphichen Street, Edinburgh, EH3 8JJ.

Closing date for applications is 19 December 1986.

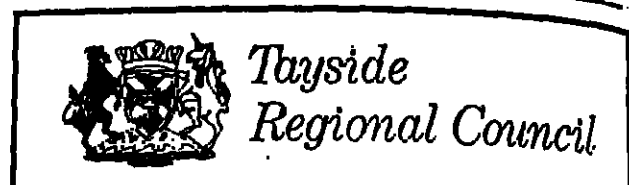
Lothian Regional Council is an Equal Opportunities Employer and will prevent discrimination particularly on the grounds of sex, marital status, disability, race, colour, religion, sexual orientation, nationality or ethnic origin.

ORKNEY ISLANDS COUNCIL
Education Department
AREA COMMUNITY EDUCATION OFFICER

Applications are invited for the above post covering part of the West Mainland of Orkney. Applicants should hold a suitable qualification in the youth and community work fields. Salary according to the NJC Scale for "Community Education Workers" plus an Islands Allowance of £606 per annum. A 10% supplement is paid in respect of irregular unsocial hours.

A driving licence is essential and housing may be available.

Further details and application forms can be obtained from the Director of Education and Recreation Services, Council Offices, Kirkwall, Orkney. Closing date for applications is 19 December 1986.



Tayside Regional Council
EDUCATION DEPARTMENT
DEPUTE RECTOR
 Montrose Academy (RA £5,563)

ASSISTANT HEAD TEACHER (EARLY EDUCATION)
 Kellyfield Primary School, Dundee (RA £1,458)

TEACHER
FAIRMUIR SCHOOL, DUNDEE

This is a school for children with special educational needs arising from mild mental handicap or physical handicap. Candidates should have previous experience in Special Education or a strong interest in entering this field.

TEACHER
SERVICE FOR HEARING IMPAIRED CHILDREN
 The successful candidate will join the team of specialist teachers working with hearing-impaired children throughout Tayside Region. Initial placement within the Service will depend on qualifications and past experience. Applicants should be registered teachers and preferably hold a relevant specialist qualification.

Application forms and full details may be obtained from the Education Department (Staffing Section), Floor 8, Tayside House, 28 Crichton Street, Dundee DD1 3JF to whom they should be returned not later than MONDAY, 22 December 1986.

TAYSIDE REGIONAL COUNCIL IS AN EQUAL OPPORTUNITIES EMPLOYER

GRAMPIAN REGIONAL COUNCIL

DEPUTY DIRECTOR OF EDUCATION (SCHOOLS)
 £21,021 to £22,593
 Ref. 954/86TE.

Applications are invited from persons with suitable teaching and educational administration for this senior post. The successful applicant will be based in the Regional Education Office at Woodhill House, Aberdeen and will be responsible for all aspects of the Authority's Day School provision.

An attractive relocation package provides for a refund of removal expenses plus generous assistance towards legal and other costs. Application forms and further details may be obtained from the Director of Manpower Services, Woodhill House, Aberdeen, AB9 2LU.

Closing date for applications Monday 22 December 1986
 Answerphone service out of office hours, tel Aberdeen (0224) 882887.

Tayside Regional Council
Education Department
SENIOR CAREERS OFFICER
 £11,271-£12,312 (Ref: 389/86)
 Location: Craigie High School

Tayside Regional Council Education Department is now looking for a Senior Careers Officer to complement its TVEI team in Dundee. The Senior Careers Officer will report to the TVEI Co-ordinator and be expected to liaise closely with the Careers Service.

All applicants should be experienced Careers Officers, holding the Diploma in Careers Guidance, and be knowledgeable about current developments in both secondary and tertiary education. Government Sponsored Training Schemes and employment. Sound interpersonal and management skills will also be essential requirements.

On completion of the TVEI project in Tayside the Senior Careers Officer will be re-established in the Careers Service. A job specification is available. Closing date for receipt of applications is Friday 19th December 1986.

Unless otherwise specified, application forms for the above post are available from and returnable to the Director of Manpower Services, 93 Commercial Street, Dundee DD1 2AF - telephone Dundee 23251, Ext. 3851. Answering device 8.45 am - 5.00 pm Monday to Friday. Removal and relocation expenses are available in certain circumstances for staff appointments. Candidates of either sex may apply.

TAYSIDE REGIONAL COUNCIL IS AN EQUAL OPPORTUNITIES EMPLOYER.

Independent Schools
by Subject Classification

Art and Design
Heads of Department

ESSEX
FELSTED SCHOOL
DIRECTOR OF ART
 Required for September 1987. The Art Department is currently concerned with Fine Art and should not only be a graduate in the subject but also have the necessary knowledge to teach the subject beyond 'O' level in the Art and Architecture.

Applicants must have had previous experience and be prepared to keep the Art Department at a high level of achievement. The successful candidate will be responsible for the teaching and supervision of students. Applications should be sent to the Headmaster, Felsted School, Felsted, Essex SS11 2JF. Closing date: 15th December 1986.

LONDON NW1
THE INTERNATIONAL SCHOOL OF LONDON
 Applications for 1987/88 for a full-time teacher to teach English and Mathematics to adults. The school is situated in the town of London and has a long history of providing education for adults. The successful candidate will be responsible for the teaching and supervision of students. Applications should be sent to the Headmaster, International School of London, London, NW1 2JF. Closing date: 15th December 1986.

WEST SUSSEX
BLINDON COLLEGE
MATHEMATICS AND COMPUTER STUDIES AND SCIENCE
 Applications for 1987/88 for a full-time teacher to teach English and Mathematics to adults. The school is situated in the town of Brighton and has a long history of providing education for adults. The successful candidate will be responsible for the teaching and supervision of students. Applications should be sent to the Headmaster, Blindon College, Brighton, West Sussex BN1 2JF. Closing date: 15th December 1986.

HERTFORDSHIRE
HAILEY HALL SCHOOL
 Applications for 1987/88 for a full-time teacher to teach English and Mathematics to adults. The school is situated in the town of Hertford and has a long history of providing education for adults. The successful candidate will be responsible for the teaching and supervision of students. Applications should be sent to the Headmaster, Hailey Hall School, Hertford, Hertfordshire SG11 2JF. Closing date: 15th December 1986.

HERTFORDSHIRE
HAILEY HALL SCHOOL
 Applications for 1987/88 for a full-time teacher to teach English and Mathematics to adults. The school is situated in the town of Hertford and has a long history of providing education for adults. The successful candidate will be responsible for the teaching and supervision of students. Applications should be sent to the Headmaster, Hailey Hall School, Hertford, Hertfordshire SG11 2JF. Closing date: 15th December 1986.

HERTFORDSHIRE
HAILEY HALL SCHOOL
 Applications for 1987/88 for a full-time teacher to teach English and Mathematics to adults. The school is situated in the town of Hertford and has a long history of providing education for adults. The successful candidate will be responsible for the teaching and supervision of students. Applications should be sent to the Headmaster, Hailey Hall School, Hertford, Hertfordshire SG11 2JF. Closing date: 15th December 1986.

HERTFORDSHIRE
HAILEY HALL SCHOOL
 Applications for 1987/88 for a full-time teacher to teach English and Mathematics to adults. The school is situated in the town of Hertford and has a long history of providing education for adults. The successful candidate will be responsible for the teaching and supervision of students. Applications should be sent to the Headmaster, Hailey Hall School, Hertford, Hertfordshire SG11 2JF. Closing date: 15th December 1986.

HERTFORDSHIRE
HAILEY HALL SCHOOL
 Applications for 1987/88 for a full-time teacher to teach English and Mathematics to adults. The school is situated in the town of Hertford and has a long history of providing education for adults. The successful candidate will be responsible for the teaching and supervision of students. Applications should be sent to the Headmaster, Hailey Hall School, Hertford, Hertfordshire SG11 2JF. Closing date: 15th December 1986.

HERTFORDSHIRE
HAILEY HALL SCHOOL
 Applications for 1987/88 for a full-time teacher to teach English and Mathematics to adults. The school is situated in the town of Hertford and has a long history of providing education for adults. The successful candidate will be responsible for the teaching and supervision of students. Applications should be sent to the Headmaster, Hailey Hall School, Hertford, Hertfordshire SG11 2JF. Closing date: 15th December 1986.

HERTFORDSHIRE
HAILEY HALL SCHOOL
 Applications for 1987/88 for a full-time teacher to teach English and Mathematics to adults. The school is situated in the town of Hertford and has a long history of providing education for adults. The successful candidate will be responsible for the teaching and supervision of students. Applications should be sent to the Headmaster, Hailey Hall School, Hertford, Hertfordshire SG11 2JF. Closing date: 15th December 1986.

HERTFORDSHIRE
HAILEY HALL SCHOOL
 Applications for 1987/88 for a full-time teacher to teach English and Mathematics to adults. The school is situated in the town of Hertford and has a long history of providing education for adults. The successful candidate will be responsible for the teaching and supervision of students. Applications should be sent to the Headmaster, Hailey Hall School, Hertford, Hertfordshire SG11 2JF. Closing date: 15th December 1986.

HERTFORDSHIRE
HAILEY HALL SCHOOL
 Applications for 1987/88 for a full-time teacher to teach English and Mathematics to adults. The school is situated in the town of Hertford and has a long history of providing education for adults. The successful candidate will be responsible for the teaching and supervision of students. Applications should be sent to the Headmaster, Hailey Hall School, Hertford, Hertfordshire SG11 2JF. Closing date: 15th December 1986.

HERTFORDSHIRE
HAILEY HALL SCHOOL
 Applications for 1987/88 for a full-time teacher to teach English and Mathematics to adults. The school is situated in the town of Hertford and has a long history of providing education for adults. The successful candidate will be responsible for the teaching and supervision of students. Applications should be sent to the Headmaster, Hailey Hall School, Hertford, Hertfordshire SG11 2JF. Closing date: 15th December 1986.

HERTFORDSHIRE
HAILEY HALL SCHOOL
 Applications for 1987/88 for a full-time teacher to teach English and Mathematics to adults. The school is situated in the town of Hertford and has a long history of providing education for adults. The successful candidate will be responsible for the teaching and supervision of students. Applications should be sent to the Headmaster, Hailey Hall School, Hertford, Hertfordshire SG11 2JF. Closing date: 15th December 1986.

HERTFORDSHIRE
HAILEY HALL SCHOOL
 Applications for 1987/88 for a full-time teacher to teach English and Mathematics to adults. The school is situated in the town of Hertford and has a long history of providing education for adults. The successful candidate will be responsible for the teaching and supervision of students. Applications should be sent to the Headmaster, Hailey Hall School, Hertford, Hertfordshire SG11 2JF. Closing date: 15th December 1986.

TAYSIDE REGIONAL COUNCIL IS AN EQUAL OPPORTUNITIES EMPLOYER.

Economics & Business Studies
Heads of Department

DEVON
SHEDDEN COLLEGE
 Applications for 1987/88 for a full-time teacher to teach English and Mathematics to adults. The school is situated in the town of Devon and has a long history of providing education for adults. The successful candidate will be responsible for the teaching and supervision of students. Applications should be sent to the Headmaster, Shedden College, Devon, EX1 2JF. Closing date: 15th December 1986.

LONDON W3
STAFF VACANCY
 Applications for 1987/88 for a full-time teacher to teach English and Mathematics to adults. The school is situated in the town of London and has a long history of providing education for adults. The successful candidate will be responsible for the teaching and supervision of students. Applications should be sent to the Headmaster, St. Mary's School, London, W3 2JF. Closing date: 15th December 1986.

WEST SUSSEX
SEAFOUR COLLEGE
 Applications for 1987/88 for a full-time teacher to teach English and Mathematics to adults. The school is situated in the town of Brighton and has a long history of providing education for adults. The successful candidate will be responsible for the teaching and supervision of students. Applications should be sent to the Headmaster, Seafour College, Brighton, West Sussex BN1 2JF. Closing date: 15th December 1986.

BRISTOL
CLIFTON COLLEGE
 Applications for 1987/88 for a full-time teacher to teach English and Mathematics to adults. The school is situated in the town of Bristol and has a long history of providing education for adults. The successful candidate will be responsible for the teaching and supervision of students. Applications should be sent to the Headmaster, Clifton College, Bristol, BS1 2JF. Closing date: 15th December 1986.

Other Assistants

Geography

Other Assistants

CANTERBURY
THE KING'S SCHOOL
 Applications for 1987/88 for a full-time teacher to teach English and Mathematics to adults. The school is situated in the town of Canterbury and has a long history of providing education for adults. The successful candidate will be responsible for the teaching and supervision of students. Applications should be sent to the Headmaster, The King's School, Canterbury, Canterbury, Kent CT1 2JF. Closing date: 15th December 1986.

LONDON SW10
WIMBLEDON HIGH SCHOOL
 Applications for 1987/88 for a full-time teacher to teach English and Mathematics to adults. The school is situated in the town of London and has a long history of providing education for adults. The successful candidate will be responsible for the teaching and supervision of students. Applications should be sent to the Headmaster, Wimbledon High School, London, SW10 2JF. Closing date: 15th December 1986.

LONDON SE8
BLACKHEATH HIGH SCHOOL
 Applications for 1987/88 for a full-time teacher to teach English and Mathematics to adults. The school is situated in the town of London and has a long history of providing education for adults. The successful candidate will be responsible for the teaching and supervision of students. Applications should be sent to the Headmaster, Blackheath High School, London, SE8 2JF. Closing date: 15th December 1986.

MANCHESTER
MANCHESTER HIGH SCHOOL
 Applications for 1987/88 for a full-time teacher to teach English and Mathematics to adults. The school is situated in the town of Manchester and has a long history of providing education for adults. The successful candidate will be responsible for the teaching and supervision of students. Applications should be sent to the Headmaster, Manchester High School, Manchester, M1 2JF. Closing date: 15th December 1986.

MANCHESTER
MANCHESTER HIGH SCHOOL
 Applications for 1987/88 for a full-time teacher to teach English and Mathematics to adults. The school is situated in the town of Manchester and has a long history of providing education for adults. The successful candidate will be responsible for the teaching and supervision of students. Applications should be sent to the Headmaster, Manchester High School, Manchester, M1 2JF. Closing date: 15th December 1986.

MANCHESTER
MANCHESTER HIGH SCHOOL
 Applications for 1987/88 for a full-time teacher to teach English and Mathematics to adults. The school is situated in the town of Manchester and has a long history of providing education for adults. The successful candidate will be responsible for the teaching and supervision of students. Applications should be sent to the Headmaster, Manchester High School, Manchester, M1 2JF. Closing date: 15th December 1986.

MANCHESTER
MANCHESTER HIGH SCHOOL
 Applications for 1987/88 for a full-time teacher to teach English and Mathematics to adults. The school is situated in the town of Manchester and has a long history of providing education for adults. The successful candidate will be responsible for the teaching and supervision of students. Applications should be sent to the Headmaster, Manchester High School, Manchester, M1 2JF. Closing date: 15th December 1986.

MANCHESTER
MANCHESTER HIGH SCHOOL
 Applications for 1987/88 for a full-time teacher to teach English and Mathematics to adults. The school is situated in the town of Manchester and has a long history of providing education for adults. The successful candidate will be responsible for the teaching and supervision of students. Applications should be sent to the Headmaster, Manchester High School, Manchester, M1 2JF. Closing date: 15th December 1986.

MANCHESTER
MANCHESTER HIGH SCHOOL
 Applications for 1987/88 for a full-time teacher to teach English and Mathematics to adults. The school is situated in the town of Manchester and has a long history of providing education for adults. The successful candidate will be responsible for the teaching and supervision of students. Applications should be sent to the Headmaster, Manchester High School, Manchester, M1 2JF. Closing date: 15th December 1986.

MANCHESTER
MANCHESTER HIGH SCHOOL
 Applications for 1987/88 for a full-time teacher to teach English and Mathematics to adults. The school is situated in the town of Manchester and has a long history of providing education for adults. The successful candidate will be responsible for the teaching and supervision of students. Applications should be sent to the Headmaster, Manchester High School, Manchester, M1 2JF. Closing date: 15th December 1986.

TAYSIDE REGIONAL COUNCIL IS AN EQUAL OPPORTUNITIES EMPLOYER.

LONDON SE21
DULWICH COLLEGE
 Applications for 1987/88 for a full-time teacher to teach English and Mathematics to adults. The school is situated in the town of London and has a long history of providing education for adults. The successful candidate will be responsible for the teaching and supervision of students. Applications should be sent to the Headmaster, Dulwich College, London, SE21 2JF. Closing date: 15th December 1986.

DEKSHIRE
BRANWELL COLLEGE
 Applications for 1987/88 for a full-time teacher to teach English and Mathematics to adults. The school is situated in the town of Branwell and has a long history of providing education for adults. The successful candidate will be responsible for the teaching and supervision of students. Applications should be sent to the Headmaster, Branwell College, Branwell, DEKSHIRE. Closing date: 15th December 1986.

SURREY
SIR WILLIAM PERKINS'S SCHOOL
 Applications for 1987/88 for a full-time teacher to teach English and Mathematics to adults. The school is situated in the town of Surrey and has a long history of providing education for adults. The successful candidate will be responsible for the teaching and supervision of students. Applications should be sent to the Headmaster, Sir William Perkins's School, Surrey, Surrey, Surrey. Closing date: 15th December 1986.

SURREY
SIR WILLIAM PERKINS'S SCHOOL
 Applications for 1987/88 for a full-time teacher to teach English and Mathematics to adults. The school is situated in the town of Surrey and has a long history of providing education for adults. The successful candidate will be responsible for the teaching and supervision of students. Applications should be sent to the Headmaster, Sir William Perkins's School, Surrey, Surrey, Surrey. Closing date: 15th December 1986.

SURREY
SIR WILLIAM PERKINS'S SCHOOL
 Applications for 1987/88 for a full-time teacher to teach English and Mathematics to adults. The school is situated in the town of Surrey and has a long history of providing education for adults. The successful candidate will be responsible for the teaching and supervision of students. Applications should be sent to the Headmaster, Sir William Perkins's School, Surrey, Surrey, Surrey. Closing date: 15th December 1986.

SURREY
SIR WILLIAM PERKINS'S SCHOOL
 Applications for 1987/88 for a full-time teacher to teach English and Mathematics to adults. The school is situated in the town of Surrey and has a long history of providing education for adults. The successful candidate will be responsible for the teaching and supervision of students. Applications should be sent to the Headmaster, Sir William Perkins's School, Surrey, Surrey, Surrey. Closing date: 15th December 1986.

SURREY
SIR WILLIAM PERKINS'S SCHOOL
 Applications for 1987/88 for a full-time teacher to teach English and Mathematics to adults. The school is situated in the town of Surrey and has a long history of providing education for adults. The successful candidate will be responsible for the teaching and supervision of students. Applications should be sent to the Headmaster, Sir William Perkins's School, Surrey, Surrey, Surrey. Closing date: 15th December 1986.

SURREY
SIR WILLIAM PERKINS'S SCHOOL
 Applications for 1987/88 for a full-time teacher to teach English and Mathematics to adults. The school is situated in the town of Surrey and has a long history of providing education for adults. The successful candidate will be responsible for the teaching and supervision of students. Applications should be sent to the Headmaster, Sir William Perkins's School, Surrey, Surrey, Surrey. Closing date: 15th December 1986.

SURREY
SIR WILLIAM PERKINS'S SCHOOL
 Applications for 1987/88 for a full-time teacher to teach English and Mathematics to adults. The school is situated in the town of Surrey and has a long history of providing education for adults. The successful candidate will be responsible for the teaching and supervision of students. Applications should be sent to the Headmaster, Sir William Perkins's School, Surrey, Surrey, Surrey. Closing date: 15th December 1986.

SURREY
SIR WILLIAM PERKINS'S SCHOOL
 Applications for 1987/88 for a full-time teacher to teach English and Mathematics to adults. The school is situated in the town of Surrey and has a long history of providing education for adults. The successful candidate will be responsible for the teaching and supervision of students. Applications should be sent to the Headmaster, Sir William Perkins's School, Surrey, Surrey, Surrey. Closing date: 15th December 1986.

SURREY
SIR WILLIAM PERKINS'S SCHOOL
 Applications for 1987/88 for a full-time teacher to teach English and Mathematics to adults. The school is situated in the town of Surrey and has a long history of providing education for adults. The successful candidate will be responsible for the teaching and supervision of students. Applications should be sent to the Headmaster, Sir William Perkins's School, Surrey, Surrey, Surrey. Closing date: 15th December 1986.

SURREY
SIR WILLIAM PERKINS'S SCHOOL
 Applications for 1987/88 for a full-time teacher to teach English and Mathematics to adults. The school is situated in the town of Surrey and has a long history of providing education for adults. The successful candidate will be responsible for the teaching and supervision of students. Applications should be sent to the Headmaster, Sir William Perkins's School, Surrey, Surrey, Surrey. Closing date: 15th December 1986.

SURREY
SIR WILLIAM PERKINS'S SCHOOL
 Applications for 1987/88 for a full-time teacher to teach English and Mathematics to adults. The school is situated in the town of Surrey and has a long history of providing education for adults. The successful candidate will be responsible for the teaching and supervision of students

WELBECK COLLEGE

Assistant Master (Technology)

Welbeck College, near Worksop in Nottinghamshire, is the Army's sixth-form science college, where 150 boarding students follow a two year 'A' level course in preparation for Sandhurst, university and a commission into one of the Army's technical corps.

Applications are invited from those holding an honours degree or other equivalent qualifications in an appropriate discipline for a current vacancy in our Technology Department.

You will be teaching modules of the Cambridge 'A' level Technology course and will be required to teach basic engineering craft skills in a wide range of materials; technical communication; design concepts. You must be familiar with all relevant safety aspects of workshop technology. Experience in CAD and in the use of computers would be an advantage. Some prior knowledge of military technology might be useful.

Your salary on appointment will be on Burnham Scale 2 according to qualifications and experience i.e. £7,302 - £11,349, plus a pensionable Boarding School Allowance of £2,617 per annum.

Successful candidates will, in addition to teaching duties, be expected to play a full part in games, hobbies and other extra-curricular activities.

Application forms may be obtained, together with further information, from Ministry of Defence, CM(S)13, Room 8451, St Christopher House, Southwark Street, London SE1 0TD, to where they must be returned by 8 January, 1987 quoting reference AW1701. Those who might wish to discuss the work of the College or the specific nature of this post may do so by telephoning the Principal (0909 476326).

THE CIVIL SERVICE IS AN EQUAL OPPORTUNITIES EMPLOYER.

(0271)

MINISTRY OF DEFENCE

Testing Services Development Officer

£13,000-£16,500

West End

Complementing the team in our Industrial Training, Testing and Research Department.

This additional post is for the development and promotion of the Industrial Training and Testing Services which include:

- a consultancy service on achievement measurement;
- the development of assessment materials;
- the provision of training courses in assessment techniques.

Applicants should:

- have had several years experience in the development of achievement measures and know current assessment trends;
- have the ability to explain clearly the requirements of test development to non-experts, both in informal discussions and in formal presentations and to prepare reference materials for their use;
- hold a degree, preferably in Psychology, and have a working knowledge of statistics as applied to test theory;
- have a dynamic approach to marketing activities;
- ideally have had experience in an industrial or commercial setting.

Send full CV to: Personnel Officer, City & Guilds of London Institute, 76 Portland Place, London W1N 4AA or telephone 01-580 3050. Further details sent with acknowledgement upon request.

City and Guilds

Curriculum Development Officer

(Electrical and Electronic Occupations)

c £15,000 neg. KINGS CROSS

To prepare competence descriptions and related test material for inclusion in Institute Schemes for those using electrical and electronic skills. Must have a degree level qualification in mathematics, sciences or engineering and a teaching qualification. Suitable experience could be in:

- Basic digital electronics and microelectronic systems
- Industrial experience as electronics engineer
- Teaching or training experience in electronics as practitioner and administrator
- Experience of negotiating curriculum statements with industrial and educational representatives
- Production of specialist learning materials
- Curriculum development experience or training

City & Guilds of London Institute, 76 Portland Place, London W1N 4AA.

City and Guilds

Research Posts

KINGSTON UPON THAMES

ROYAL HOLLOWAY COLLEGE, UNIVERSITY OF LONDON, is seeking a Research Assistant to work in the early part of the project to investigate and report on modular curriculum schemes in operation for the 14-18 age range which could be adopted by schools within the Kingston Initiative.

The salary for the agreed contracted responsibilities to be met within the specified time scale will be £2,000 plus a maximum of £200 for travel and subsistence.

Further details are available from the Project Coordinator at the above address, after which applications should be made to him in writing enclosing full curriculum vitae and names of referees. Telephone numbers of two referees.

AN EQUAL OPPORTUNITIES EMPLOYER.

1467441 290000

SOUTHERN EXAMINING BOARD

NOVEL EXAMINATIONS ATTIC RESEARCH PROJECT

RESEARCH ASSISTANT

Based at the Offices of The Associated Examining Board.

Applications are invited for a one year fixed term post in the Associated Examining Board's Research Unit. A Research Assistant is required to work on the major project studying the operation of examinations which make use of different papers for candidates of differing abilities. Some GCSE examinations will be of this type and the aim of the research is to identify successful procedures for awarding grades in such examinations.

Applicants should have a good knowledge of computing techniques and be able to use a computer. They should also have experience in FORTRAN. Familiarity with statistical methods is required and some experience of research in education or a similar field is desirable. Experience of public examination procedures would also be an advantage.

The project, which is fully funded by the Associated Examining Board, began work in August 1984 and will run until the end of December 1987. The appointment is for the remaining duration of the project, beginning in January 1987 or as soon as possible thereafter.

However, applicants who would be available only for part-time work (minimum 20 hours/week) may also apply. The salary is based on the current academic university staff. The current full time Research Assistant salary is £5,657. Rising by seven annual increments to £10,648 per annum (under review). The salary on the scale will depend on qualifications and experience. Exceptionally high salaries may be paid to those with exceptional qualifications. The salary is based on the current academic university staff. The current full time Research Assistant salary is £5,657. Rising by seven annual increments to £10,648 per annum (under review). The salary on the scale will depend on qualifications and experience. Exceptionally high salaries may be paid to those with exceptional qualifications.

Further information, together with an application form, may be obtained from the Personnel Officer, The Associated Examining Board, Step Hill House, Guildford, Surrey GU1 3JF. (Tel: Guildford 508506), to whom completed forms of application must be returned within two weeks of the appearance of this advertisement. (45285) 200000

Colleges of Higher Education

Other Appointments

LANCASTER

S. MARTIN'S COLLEGE OF HIGHER EDUCATION, Lancaster.

LECTURER IN THE TEACHING OF CHILDREN WITH SPECIAL NEEDS

Applications are invited from suitably qualified and experienced teachers for the above post.

Further details are available from the Personnel Officer, S. Martin's College, Lancaster, LA1 3JD. Completed forms should be returned by 15 January, 1987. (46072) 200000

LANCASTER

S. MARTIN'S COLLEGE OF HIGHER EDUCATION, Lancaster.

LECTURER IN THE TEACHING OF CHILDREN WITH SPECIAL NEEDS

Applications are invited from suitably qualified and experienced teachers for the above post.

Further details are available from the Personnel Officer, S. Martin's College, Lancaster, LA1 3JD. Completed forms should be returned by 15 January, 1987. (46072) 200000

Fellowships, Studentships and Research Awards

OXFORD

CHRIST CHURCH SCHOOLTEACHER STUDENTSHIP

The Governing Body of Christ Church School, Oxford, is seeking a suitable candidate to make an election to a Schoolteacher Studentship for February Term 1988 (January to March).

A Schoolteacher Student must be employed full-time in secondary education, and have had some experience of, or be about to engage in, sixth form teaching, either as a head teacher or as an assistant teacher in a school in the United Kingdom.

A Schoolteacher Student must spend the whole of the University term in Oxford. The Student will be provided with a room and breakfast, lunch and dinner each day. The Student will be a member of the Senior Common Room or the Junior Common Room.

The Student, together with a curriculum vitae and a brief statement of interest, should send three copies of all papers to the Very Reverend and the Dean, Christ Church, Oxford, OX1 1DP, to reach him not later than 28 January 1987. Candidates are asked to name two referees and to request the Dean to write directly to the Dean's office not later than 28 February 1987. 200000 (46745)

Adult Education

GLOUCESTERSHIRE COUNTY COUNCIL

Two places are advertised for the position of Adult Education Officer (AEO) in the Local Education Authority. (46072)

Community Homes and Associated Institutes

Other Appointments

AVON COUNTY COUNCIL

KINGSWOOD COLLEGE, Kingswood Road, Kingswood, Bristol BS15 2DJ. Required from 1st January 1987.

Education to work as a member of a multi-disciplinary team, helping disturbed and disadvantaged boys, girls and young people, to achieve their potential in a wide range of activities, including swimming, play, and tennis.

Vocancy due to promotion. (under review). Salary scale: £5,000 - £11,273 p.a. + 5% allowance for O.T. + £2,000 p.a. for pension. Hours: 37.5 hours per week, excluding 1 hour per week for training.

Further details are available from the Personnel Officer, Kingswood College, Kingswood Road, Kingswood, Bristol BS15 2DJ. Completed forms should be returned by 15 January, 1987. (46072) 200000

Assessment Centres

CAMBRIDGESHIRE

EQUAL OPPORTUNITIES AND ASSESSMENT CENTRE, Welton Road, Gillingham, Kent ME8 5JF. Required for January, 1987.

Two teachers (scale 1 or 2 depending on experience) are needed for this assessment centre. A secondment, with the support of the applicant's present establishment, could be considered.

Further details and an application form may be obtained by telephoning the Area Teacher in Charge, Mr. P. Coppin, 253151. Completed forms should be returned to him by 15 December 1986. 420000 (46706)

Youth and Community Service

KENT

MAINTON, M.C.A. Kent.

Senior Youth Worker (vacancy 5-8). Lively youth work with outreach into surrounding villages. Good team support.

Further details and job description from Y.M.C.A. Sports Centre, 51 Pripps Street, Maidstone, Kent ME14 4BB. (46652) 40000

Assessment Centres

CAMBRIDGESHIRE

EQUAL OPPORTUNITIES AND ASSESSMENT CENTRE, Welton Road, Gillingham, Kent ME8 5JF. Required for January, 1987.

Two teachers (scale 1 or 2 depending on experience) are needed for this assessment centre. A secondment, with the support of the applicant's present establishment, could be considered.

Further details and an application form may be obtained by telephoning the Area Teacher in Charge, Mr. P. Coppin, 253151. Completed forms should be returned to him by 15 December 1986. 420000 (46706)

Youth and Community Service

KENT

MAINTON, M.C.A. Kent.

Senior Youth Worker (vacancy 5-8). Lively youth work with outreach into surrounding villages. Good team support.

Further details and job description from Y.M.C.A. Sports Centre, 51 Pripps Street, Maidstone, Kent ME14 4BB. (46652) 40000

Assessment Centres

CAMBRIDGESHIRE

EQUAL OPPORTUNITIES AND ASSESSMENT CENTRE, Welton Road, Gillingham, Kent ME8 5JF. Required for January, 1987.

Two teachers (scale 1 or 2 depending on experience) are needed for this assessment centre. A secondment, with the support of the applicant's present establishment, could be considered.

Further details and an application form may be obtained by telephoning the Area Teacher in Charge, Mr. P. Coppin, 253151. Completed forms should be returned to him by 15 December 1986. 420000 (46706)

Youth and Community Service

KENT

MAINTON, M.C.A. Kent.

Senior Youth Worker (vacancy 5-8). Lively youth work with outreach into surrounding villages. Good team support.

Further details and job description from Y.M.C.A. Sports Centre, 51 Pripps Street, Maidstone, Kent ME14 4BB. (46652) 40000

Assessment Centres

CAMBRIDGESHIRE

EQUAL OPPORTUNITIES AND ASSESSMENT CENTRE, Welton Road, Gillingham, Kent ME8 5JF. Required for January, 1987.

Two teachers (scale 1 or 2 depending on experience) are needed for this assessment centre. A secondment, with the support of the applicant's present establishment, could be considered.

Further details and an application form may be obtained by telephoning the Area Teacher in Charge, Mr. P. Coppin, 253151. Completed forms should be returned to him by 15 December 1986. 420000 (46706)

Youth and Community Service

KENT

MAINTON, M.C.A. Kent.

Senior Youth Worker (vacancy 5-8). Lively youth work with outreach into surrounding villages. Good team support.

Further details and job description from Y.M.C.A. Sports Centre, 51 Pripps Street, Maidstone, Kent ME14 4BB. (46652) 40000

Assessment Centres

CAMBRIDGESHIRE

EQUAL OPPORTUNITIES AND ASSESSMENT CENTRE, Welton Road, Gillingham, Kent ME8 5JF. Required for January, 1987.

Two teachers (scale 1 or 2 depending on experience) are needed for this assessment centre. A secondment, with the support of the applicant's present establishment, could be considered.

Further details and an application form may be obtained by telephoning the Area Teacher in Charge, Mr. P. Coppin, 253151. Completed forms should be returned to him by 15 December 1986. 420000 (46706)

Youth and Community Service

KENT

MAINTON, M.C.A. Kent.

Senior Youth Worker (vacancy 5-8). Lively youth work with outreach into surrounding villages. Good team support.

Further details and job description from Y.M.C.A. Sports Centre, 51 Pripps Street, Maidstone, Kent ME14 4BB. (46652) 40000

Assessment Centres

CAMBRIDGESHIRE

EQUAL OPPORTUNITIES AND ASSESSMENT CENTRE, Welton Road, Gillingham, Kent ME8 5JF. Required for January, 1987.

Two teachers (scale 1 or 2 depending on experience) are needed for this assessment centre. A secondment, with the support of the applicant's present establishment, could be considered.

Further details and an application form may be obtained by telephoning the Area Teacher in Charge, Mr. P. Coppin, 253151. Completed forms should be returned to him by 15 December 1986. 420000 (46706)

Youth and Community Service

KENT

MAINTON, M.C.A. Kent.

Senior Youth Worker (vacancy 5-8). Lively youth work with outreach into surrounding villages. Good team support.

Further details and job description from Y.M.C.A. Sports Centre, 51 Pripps Street, Maidstone, Kent ME14 4BB. (46652) 40000

Assessment Centres

CAMBRIDGESHIRE

EQUAL OPPORTUNITIES AND ASSESSMENT CENTRE, Welton Road, Gillingham, Kent ME8 5JF. Required for January, 1987.

Two teachers (scale 1 or 2 depending on experience) are needed for this assessment centre. A secondment, with the support of the applicant's present establishment, could be considered.

Further details and an application form may be obtained by telephoning the Area Teacher in Charge, Mr. P. Coppin, 253151. Completed forms should be returned to him by 15 December 1986. 420000 (46706)

Youth and Community Service

KENT

MAINTON, M.C.A. Kent.

Senior Youth Worker (vacancy 5-8). Lively youth work with outreach into surrounding villages. Good team support.

Further details and job description from Y.M.C.A. Sports Centre, 51 Pripps Street, Maidstone, Kent ME14 4BB. (46652) 40000

Assessment Centres

CAMBRIDGESHIRE

EQUAL OPPORTUNITIES AND ASSESSMENT CENTRE, Welton Road, Gillingham, Kent ME8 5JF. Required for January, 1987.

Two teachers (scale 1 or 2 depending on experience) are needed for this assessment centre. A secondment, with the support of the applicant's present establishment, could be considered.

Further details and an application form may be obtained by telephoning the Area Teacher in Charge, Mr. P. Coppin, 253151. Completed forms should be returned to him by 15 December 1986. 420000 (46706)

Youth and Community Service

KENT

MAINTON, M.C.A. Kent.

Senior Youth Worker (vacancy 5-8). Lively youth work with outreach into surrounding villages. Good team support.

Further details and job description from Y.M.C.A. Sports Centre, 51 Pripps Street, Maidstone, Kent ME14 4BB. (46652) 40000

Assessment Centres

CAMBRIDGESHIRE

EQUAL OPPORTUNITIES AND ASSESSMENT CENTRE, Welton Road, Gillingham, Kent ME8 5JF. Required for January, 1987.

Two teachers (scale 1 or 2 depending on experience) are needed for this assessment centre. A secondment, with the support of the applicant's present establishment, could be considered.

Further details and an application form may be obtained by telephoning the Area Teacher in Charge, Mr. P. Coppin, 253151. Completed forms should be returned to him by 15 December 1986. 420000 (46706)

Youth and Community Service

KENT

MAINTON, M.C.A. Kent.

Senior Youth Worker (vacancy 5-8). Lively youth work with outreach into surrounding villages. Good team support.

Further details and job description from Y.M.C.A. Sports Centre, 51 Pripps Street, Maidstone, Kent ME14 4BB. (46652) 40000

Assessment Centres

CAMBRIDGESHIRE

EQUAL OPPORTUNITIES AND ASSESSMENT CENTRE, Welton Road, Gillingham, Kent ME8 5JF. Required for January, 1987.

Two teachers (scale 1 or 2 depending on experience) are needed for this assessment centre. A secondment, with the support of the applicant's present establishment, could be considered.

Further details and an application form may be obtained by telephoning the Area Teacher in Charge, Mr. P. Coppin, 253151. Completed forms should be returned to him by 15 December 1986. 420000 (46706)

Youth and Community Service

KENT

MAINTON, M.C.A. Kent.

Senior Youth Worker (vacancy 5-8). Lively youth work with outreach into surrounding villages. Good team support.

Further details and job description from Y.M.C.A. Sports Centre, 51 Pripps Street, Maidstone, Kent ME14 4BB. (46652) 40000

Assessment Centres

CAMBRIDGESHIRE

EQUAL OPPORTUNITIES AND ASSESSMENT CENTRE, Welton Road, Gillingham, Kent ME8 5JF. Required for January, 1987.

Two teachers (scale 1 or 2 depending on experience) are needed for this assessment centre. A secondment, with the support of the applicant's present establishment, could be considered.

Further details and an application form may be obtained by telephoning the Area Teacher in Charge, Mr. P. Coppin, 253151. Completed forms should be returned to him by 15 December 1986. 420000 (46706)

Youth and Community Service

KENT

MAINTON, M.C.A. Kent.

Senior Youth Worker (vacancy 5-8). Lively youth work with outreach into surrounding villages. Good team support.

Further details and job description from Y.M.C.A. Sports Centre, 51 Pripps Street, Maidstone, Kent ME14 4BB. (46652) 40000

Assessment Centres

CAMBRIDGESHIRE

EQUAL OPPORTUNITIES AND ASSESSMENT CENTRE, Welton Road, Gillingham, Kent ME8 5JF. Required for January, 1987.

Two teachers (scale 1 or 2 depending on experience) are needed for this assessment centre. A secondment, with the support of the applicant's present establishment, could be considered.

Further details and an application form may be obtained by telephoning the Area Teacher in Charge, Mr. P. Coppin, 253151. Completed forms should be returned to him by 15 December 1986. 420000 (46706)

Youth and Community Service

KENT

MAINTON, M.C.A. Kent.

Senior Youth Worker (vacancy 5-8). Lively youth work with outreach into surrounding villages. Good team support.

Further details and job description from Y.M.C.A. Sports Centre, 51 Pripps Street, Maidstone, Kent ME14 4BB. (46652) 40000

Assessment Centres

CAMBRIDGESHIRE

EQUAL OPPORTUNITIES AND ASSESSMENT CENTRE, Welton Road, Gillingham, Kent ME8 5JF. Required for January, 1987.

Two teachers (scale 1 or 2 depending on experience) are needed for this assessment centre. A secondment, with the support of the applicant's present establishment, could be considered.

Further details and an application form may be obtained by telephoning the Area Teacher in Charge, Mr. P. Coppin, 253151. Completed forms should be returned to him by 15 December 1986. 420000 (46706)

Youth and Community Service

KENT

MAINTON, M.C.A. Kent.

Senior Youth Worker (vacancy 5-8). Lively youth work with outreach into surrounding villages. Good team support.

Further details and job description from Y.M.C.A. Sports Centre, 51 Pripps Street, Maidstone, Kent ME14 4BB. (46652) 40000

Assessment Centres

KUWAIT ENGLISH SCHOOL HEAD OF SENIOR ENGLISH DEPT. IMMEDIATE/JANUARY VACANCY

to work in a modern school employing progressive and traditional methods.
Also vacancy for infant teacher of EFL/Remedial English.

Applications invited for Sept. 1987 in all departments KG, INF, Jun. Sen. Pupils 3-18 years.
Good conditions of service. Free travel and accommodation.

SWIFTAIR REPLIES, include C.V. recent photograph, tel. no. of referees.
**THE PRINCIPAL
KUWAIT ENGLISH
SCHOOL
P.O. BOX 8640
SALMIYA 22057
KUWAIT**



(02204)

OVERSEAS POSTS

EFL TEACHERS - Secondary
Schools in the Middle East require experienced teachers for English as a Second Language (ESL) and English as a Foreign Language (EFL) positions. Applications should be sent to: The Principal, Kuwait English School, P.O. Box 8640, Salmiya 22057, Kuwait.

EUROPE/USA 1987/88

Post-to-post teacher exchange appointments available for teachers at all levels. For further details write to: The Principal, Kuwait English School, P.O. Box 8640, Salmiya 22057, Kuwait.

GERMANY

Qualified teachers with TEFL required for early 1987. German and commercial experience. English/Spanish or French. Apply with C.V. and photo to: The Principal, Kuwait English School, P.O. Box 8640, Salmiya 22057, Kuwait.

GERMANY

English teachers (PQCE) required for reputable language school in Frankfurt and Hagen. Apply with C.V. and photo to: The Principal, Kuwait English School, P.O. Box 8640, Salmiya 22057, Kuwait.

SPAIN

Applications are invited for teachers to teach in Spain. For further details write to: The Principal, Kuwait English School, P.O. Box 8640, Salmiya 22057, Kuwait.

SPAIN

Experienced EFL teachers required for reputable language school in Spain. Apply with C.V. and photo to: The Principal, Kuwait English School, P.O. Box 8640, Salmiya 22057, Kuwait.

SUMMER TEACHING JOBS IN AMERICA

Summer teaching jobs in America. Apply with C.V. and photo to: The Principal, Kuwait English School, P.O. Box 8640, Salmiya 22057, Kuwait.

TEACH OVERSEAS

Join the International Educators' Institute. Apply with C.V. and photo to: The Principal, Kuwait English School, P.O. Box 8640, Salmiya 22057, Kuwait.

EDUCATION DEPARTMENT

DIVISIONAL EDUCATION OFFICER FOR SOUTH WEST HERTS

DIVISIONAL EDUCATION OFFICER FOR DACORUM

Applications are invited for the above posts which will be vacant on 1st March 1987 and 1st May 1987 respectively. The vacancy for the South West Herts post (which is based at Watford) is created by the promotion of the Divisional Education Officer to a Deputy Director post in another Authority, and for the DACORUM post (which is based at Hemel Hempstead) by the retirement of the current Divisional Education Officer.

The salary for each of the posts is PM Grade 3 £21,083 to £23,163 + fringe allowance (£333 South West Herts, £225 DACORUM).

The County Council also has an attractive recruitment incentive scheme. Further particulars, including information about the recruitment incentive schemes and an application form may be obtained from the County Education Officer (Ref: DMS/88 for DEO DACORUM post and Ref: DMS/89 for the DEO South West Herts post), telephone Miss D. Shelley on Hertford 555821, County Hall, Hertford SG13 8DF.

Deadline for receipt of applications for either of the posts is 9th January 1987.



**Hertfordshire
County Council**
An Equal Opportunity Employer

EDUCATION DEPARTMENT

INSET CO-ORDINATORS SENIOR TEACHER £11,349-£15,330 (2 POSTS)

SOUTH-WEST ESSEX - based at Harlow Teachers' Centre
SOUTH-WEST ESSEX - based at Basildon Teachers' Centre

Applications are invited for two posts as Area In-Service Co-ordinators with effect from 27th April, 1987. Successful applicants will work as members of the Inset Service. The posts require good qualities of leadership, the ability to manage and deliver in-service programmes and a clear understanding of or experience in curriculum development relating particularly to new initiatives.

Teachers' Centre Warden in the County are being designated as Area In-Service Co-ordinators with the effect from 1st April, 1987. The two posts now advertised are available on the retirement of two of the present Wardens.

Closing date: 19 December 1986

Application forms and further details available from the County Education Officer (FC T.59), 10 Box 47, Threadneedle House, Market Road, Chelmsford, Essex, CM1 1LD (Tel: Chelmsford 267222 x24265)



TEACH IN USSR

The Anglo-American School of Moscow, an independent school affiliated with the American, British, and Canadian Embassies in Moscow, USSR.

Enrollment: 260 children from 30 countries. Accredited Member: ECIS

Faculty Openings for August 1987:

- Self-contained Classroom Teachers, Infants (5's), Juniors (7's & 8's)
- English, 1st & 2nd forms/Drama
- Mathematics, 1st & 2nd forms
- Science, 1st & 2nd forms
- Computer Studies, Upper levels
- Music, All levels/Dance
- Physical Education, Lower levels
- School Librarian
- ESL, All levels
- Business Manager
- Registrar

Minimum Requirement for Teachers: College degree & 2 years' full-time teaching experience. Initial Contract Period: 2 years

Excellent Salary & Benefits, including furnished apartments and all transit costs.

Teaching or teaching/administrative couples preferred.

Application Deadline:

January 15, 1987 (Allow minimum 2 weeks' mailing time.)

Send resume with references and cover letter describing your educational philosophy to:

The Director, Anglo-American School of Moscow, c/o FCO (Moscow), King Charles St. London, SW1A 2AH.

(0492)

ISTANBUL

The Anglo-American School of Moscow, an independent school affiliated with the American, British, and Canadian Embassies in Moscow, USSR.

KENYA

Qualified teachers required for reputable language school in Kenya. Apply with C.V. and photo to: The Principal, Kuwait English School, P.O. Box 8640, Salmiya 22057, Kuwait.

KUWAIT

Qualified teachers required for reputable language school in Kuwait. Apply with C.V. and photo to: The Principal, Kuwait English School, P.O. Box 8640, Salmiya 22057, Kuwait.

WEST GERMANY

Qualified teachers required for reputable language school in West Germany. Apply with C.V. and photo to: The Principal, Kuwait English School, P.O. Box 8640, Salmiya 22057, Kuwait.

CALEDONIA

Qualified teachers required for reputable language school in Caledonia. Apply with C.V. and photo to: The Principal, Kuwait English School, P.O. Box 8640, Salmiya 22057, Kuwait.

CUERPO DE PROFESORES

Qualified teachers required for reputable language school in Cuernavaca. Apply with C.V. and photo to: The Principal, Kuwait English School, P.O. Box 8640, Salmiya 22057, Kuwait.

Assistant Education Officer (Special Education)

(Based at Portman House, Bournemouth)
Salary PO 6 £13,653 - £14,862.

Applications are invited for the above post which is hoped to fill by 1 May 1987.

We are looking for someone with a strong academic background who has taught for some years, who has reached a position of responsibility in a school or college and who now wishes to move into administration. Whilst the successful candidate will be expected to show an interest in special education, experience in a special school is not essential, and we shall attach great importance to a broad understanding of current educational issues.

Removal expenses will be paid in approved cases.

Application forms returnable by 19th December 1986 and further details from County Education Officer (MD), County Hall, Dorchester, Dorset, DT1 1XJ on receipt of a foolscap s.a.e. Please quote post C0080X.



**DORSET
County Council**

HAMPSHIRE

Education Department

Senior Advisory Officer (Secondary)

Applied by 1st May, 1987 or earlier if possible.

Salary: Southbury HT 11 £20,787 - £22,332

This is a second tier post within a large Advisory Team. Responsibilities include senior management of the Advisory Team; coordination of advice and support to secondary schools, sixth form colleges, tertiary colleges throughout the Authority; provision of a focus for monitoring of standards in the Authority's secondary schools and colleges; and preparing reports for the Authority on all matters relating to secondary education.

Applicants must be qualified teachers with substantial experience in the secondary sector, including senior management, and should be experienced in a general advisory role in an LEA or in work of a similar nature.

We pursue a policy of equality of opportunity. Applications particularly welcome from people with disabilities.

For further details and application forms, please contact: Mr. C. E. 12003 Closing date: 1st January, 1987.

Applications forms and further details from Education Personnel Unit, The Castle, Winchester, SO23 8UG, telephone 0902 84411 ext. 455.

The Alice Smith School Kuala Lumpur, Malaysia

Senior Teacher for September 1987

This post forms part of the Senior Management Team at a leading co-educational preparatory school, catering for some 720 children aged from 6 to 13.

The Senior Teacher will hold major administrative and curricular responsibilities in the 6-13 age range. A special interest in primary mathematics will be very advantageous, as will experience of a multi-racial overseas school. Single candidates or teaching couples preferred.

Initial 2 year contract, renewable. Salary commensurate with qualifications and experience, free accommodation and fares. Medical scheme, baggage allowance, interviews London, February 1987.

For further details and an application form, please contact Miss D. Heard, Gabbitts-Thring Recruitment, 6-8 Sackville Street, London W1X 2BR. Tel: 01-734 0161.

(0492)

Gabbitts-Thring

DIRECTOR OF EDUCATION - CAREERS SERVICE CAREERS OFFICER - Scale 5 (Qualified Officer)

Salary: £8,391 to £9,216 plus £738 London Area Allowance per annum.

Applications are invited for the post of qualified Careers Officer who must be in possession of, or likely to obtain, the Diploma in Careers Guidance or its equivalent. The successful applicant will undertake the full range of duties in the Careers Service, including advisory work in schools, work with employers and work under Youth Training Scheme.

Many aspects of the Careers Service work are computerised and therefore an interest in computer systems is necessary, although training will be given. The Careers Centre is situated in the centre of Bexleyheath and forms part of the new Civic Offices. It is a modern up-to-date office and has 16 Careers Officers and 10 Support Staff.

Application forms and further details available from: Educational Services Secretary, Town Hall, Chard, Kent DA1 4EN. Telephone 01303 7777 Ext. 542/543. Closing date: 19th December 1986.

Closing date: January 8.

Further details and application forms available from the County Education Officer (MCM) P.O. Box 4, County Hall, Lewes, East Sussex BN7 1BG (large see please).

East Sussex is committed to equal opportunities.



GENERAL ADVISER (14-18)

Southbury HT Group 10 £19,260 - £20,786

From the Summer Term, 1987

East Sussex has a strong Advisory Service and it is envisaged that the General Adviser (14-18) will share general responsibilities for secondary schools and further education with the two existing General Advisers (Secondary). A close working relationship between the General Adviser (14-18) and the Senior Education Officer will be necessary in further and higher education will need to develop along the same principles as for schools.

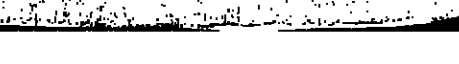
Applications are invited from suitably qualified and experienced senior staff in Further Education, Deputy Heads, Headteachers or Advisers with a strong commitment to the development of new approaches in the 14-18 age range. Experience of developments such as TVEI and CPVE would be an advantage. This is a new and challenging post and the County Council is seeking applicants with vision and enthusiasm.

Relocation grants payable in approved cases.

Further details and application forms available from the County Education Officer (MCM) P.O. Box 4, County Hall, Lewes, East Sussex BN7 1BG (large see please).

Closing date: January 8.

East Sussex is committed to equal opportunities.



(0491)

General Inspector for Information Technology and Computer Studies

£18,075 - £19,587 Weybridge

To be responsible for information technology and computing studies in schools and colleges across the County and for general advice to a small group of schools in the North East Area.

This post will be based at the Area Education Office at Weybridge.

Further details and application form from Education Dept. N.T.P. Section, County Hall, Kingston upon Thames, KT1 2DJ. Tel: 01-541-9540 quoting ref. NTP15.

Closing date 31 December 1986.

Applications forms and further details from Education Personnel Unit, The Castle, Winchester, SO23 8UG, telephone 0902 84411 ext. 455.

For further details and application forms, please contact: Mr. C. E. 12003 Closing date: 1st January, 1987.

Applications forms and further details from Education Personnel Unit, The Castle, Winchester, SO23 8UG, telephone 0902 84411 ext. 455.

For further details and application forms, please contact: Mr. C. E. 12003 Closing date: 1st January, 1987.

Applications forms and further details from Education Personnel Unit, The Castle, Winchester, SO23 8UG, telephone 0902 84411 ext. 455.

For further details and application forms, please contact: Mr. C. E. 12003 Closing date: 1st January, 1987.

Applications forms and further details from Education Personnel Unit, The Castle, Winchester, SO23 8UG, telephone 0902 84411 ext. 455.

For further details and application forms, please contact: Mr. C. E. 12003 Closing date: 1st January, 1987.

ADMINISTRATION L.E.A. continued

Adviser for Communication Skills

Adviser for Special Educational Needs

Two posts at Southbury HT G7

Exciting opportunities exist to take part in the development of Croydon's Advisory and Support services.

The people appointed will play a significant part in managing the broad areas of Special Educational Needs and Communication Skills.

Post 1: Special Educational Needs

The adviser will manage the work of 61 advisory and support staff, including those on special projects. The post holder will be responsible for major areas of work including: educational needs in mainstream education, support services, advice to special schools, and special needs across the whole ability range.

Post 2: Adviser for Communication Skills

The adviser will manage the work of more than 20 advisory teachers, including those on special projects in developing communication skills across a range of subject areas. The postholder will be responsible for advisory staff working in language development information technology, mathematics and modern languages.

Applicants with broad managerial and/or curriculum development experience in one or more of the areas will be particularly welcome.

Both posts will be based at the Davidson Professional Centre with responsibility to the Director of Inservice Training and Curriculum Development. Interviews will take place in late January 1987 in order to appoint for 1st April.

Closing date for applications: Friday 12th December 1986.

Application form and further details from: J.M. Bell Esq., M.A., Davidson Professional Centre, Davidson Road, Croydon, CR0 8DD.

(00711)

CROYDON EDUCATION

NORTH WEST KENT AREA

Assistant to the North West Kent Area In-Service Training Coordinator

The Authority's INSET programme is being reviewed and the successful applicant will play a key role in the development and implementation of INSET policy. Leadership and management skills are essential, as is an ability to secure the respect and involvement of Headteachers and teachers in the Area. Candidates must have the enthusiasm and expertise to coordinate effective school-focused and school-based as well as centre based INSET.

Salary on Scale Southbury HT Group 5 (£13,785 - £15,243). APT&C Conditions of Service.

Post particulars and application forms, to be returned by 31/12/86, from Area Education Officer, 132 Windmill Street, Gravesend, Kent. Telephone Gravesend 84701 ext. 230.

Possibility of help with temporary housing in approved cases.

Applications forms and further details from Education Personnel Unit, The Castle, Winchester, SO23 8UG, telephone 0902 84411 ext. 455.

For further details and application forms, please contact: Mr. C. E. 12003 Closing date: 1st January, 1987.

Applications forms and further details from Education Personnel Unit, The Castle, Winchester, SO23 8UG, telephone 0902 84411 ext. 455.

For further details and application forms, please contact: Mr. C. E. 12003 Closing date: 1st January, 1987.

Applications forms and further details from Education Personnel Unit, The Castle, Winchester, SO23 8UG, telephone 0902 84411 ext. 455.

For further details and application forms, please contact: Mr. C. E. 12003 Closing date: 1st January, 1987.

Applications forms and further details from Education Personnel Unit, The Castle, Winchester, SO23 8UG, telephone 0902 84411 ext. 455.

For further details and application forms, please contact: Mr. C. E. 12003 Closing date: 1st January, 1987.

Applications forms and further details from Education Personnel Unit, The Castle, Winchester, SO23 8UG, telephone 0902 84411 ext. 455.

For further details and application forms, please contact: Mr. C. E. 12003 Closing date: 1st January, 1987.

Applications forms and further details from Education Personnel Unit, The Castle, Winchester, SO23 8UG, telephone 0902 84411 ext. 455.

For further details and application forms, please contact: Mr. C. E. 12003 Closing date: 1st January, 1987.

Applications forms and further details from Education Personnel Unit, The Castle, Winchester, SO23 8UG, telephone 0902 84411 ext. 455.

For further details and application forms, please contact: Mr. C. E. 12003 Closing date: 1st January, 1987.

Applications forms and further details from Education Personnel Unit, The Castle, Winchester, SO23 8UG, telephone 0902 84411 ext. 455.

For further details and application forms, please contact: Mr. C. E. 12003 Closing date: 1st January, 1987.

Applications forms and further details from Education Personnel Unit, The Castle, Winchester, SO23 8UG, telephone 0902 84411 ext. 455.

For further details and application forms, please contact: Mr. C. E. 12003 Closing date: 1st January, 1987.

Applications forms and further details from Education Personnel Unit, The Castle, Winchester, SO23 8UG, telephone 0902 84411 ext. 455.

For further details and application forms, please contact: Mr. C. E. 12003 Closing date: 1st January, 1987.

Applications forms and further details from Education Personnel Unit, The Castle, Winchester, SO23 8UG, telephone 0902 84411 ext. 455.

For further details and application forms, please contact: Mr. C. E. 12003 Closing date: 1st January, 1987.

Applications forms and further details from Education Personnel Unit, The Castle, Winchester, SO23 8UG, telephone 0902 84411 ext. 455.

For further details and application forms, please contact: Mr. C. E. 12003 Closing date: 1st January, 1987.

Applications forms and further details from Education Personnel Unit, The Castle, Winchester, SO23 8UG, telephone 0902 84411 ext. 455.

For further details and application forms, please contact: Mr. C. E. 12003 Closing date: 1st January, 1987.

Applications forms and further details from Education Personnel Unit, The Castle, Winchester, SO23 8UG, telephone 0902 84411 ext. 455.

For further details and application forms, please contact: Mr. C. E. 12003 Closing date: 1st January, 1987.

Applications forms and further details from Education Personnel Unit, The Castle, Winchester, SO23 8UG, telephone 0902 84411 ext. 455.

For further details and application forms, please contact: Mr. C. E. 12003 Closing date: 1st January, 1987.

Applications forms and further details from Education Personnel Unit, The Castle, Winchester, SO23 8UG, telephone 0902 84411 ext. 455.

For further details and application forms, please contact: Mr. C. E. 12003 Closing date: 1st January, 1987.

Applications forms and further details from Education Personnel Unit, The Castle, Winchester, SO23 8UG, telephone 0902 84411 ext. 455.

For further details and application forms, please contact: Mr. C. E. 12003 Closing date: 1st January, 1987.

Applications forms and further details from Education Personnel Unit, The Castle, Winchester, SO23 8UG, telephone 0902 84411 ext. 455.

For further details and application forms, please contact: Mr. C. E. 12003 Closing date: 1st January, 1987.

Applications forms and further details from Education Personnel Unit, The Castle, Winchester, SO23 8UG, telephone 0902 84411 ext.



Suffolk County Council

ASSISTANT EDUCATION OFFICER

(IN-SERVICE TRAINING)
£15,627 - £16,776 per annum
Post No. E518

This important new post in the Schools Division, is based at County Hall, Ipswich.

You will be responsible to the Principal Education Officer and will support the Senior Assistant Education Officer (Curriculum) in developing the County's system of in-service training for teachers, in response to the system of grants to be introduced from April 1987. This is a particularly challenging post, giving the opportunity to shape the future of in-service training through the County's professional development centres in co-operation with individual schools and outside institutions.

You must be a graduate with teaching experience, together with substantial experience in educational administration. Experience of organising in-service training would be an advantage. The ability to lead and influence teams and working groups will be an important asset for this post.

ASSISTANT EDUCATION OFFICER

(Research & Planning)
£14,475 - £15,627 per annum
Post No. E519

You will support the Assistant Principal Education Officer in conducting systematic review and planning which may include all aspects of educational provision in the County.

You must be a graduate, preferably in a numerate discipline, with teaching experience and some experience of educational administration. Evidence of sound analytical ability and proven ability to conduct and present investigations in any aspect of educational provision are essential.

Familiarity with current issues in the organisation and management of education (including financial issues) and experience of the use of computer systems to analyse information are also important.

Application forms and details of both posts are available from the County Education Officer, St. Andrew House, County Hall, Ipswich IP4 1LJ. (Please enclose a stamped addressed envelope).

Please indicate clearly which post you are interested in.
Closing date for both posts: 19th December 1986.

ADMINISTRATION - LEA

continued

KENT
CAREERS ADVISOR
An Intermediate Career Adviser position is available in the Kent Careers Service. The successful candidate will be responsible for providing a national network of career advice to schools and colleges in the Kent area. The successful candidate will be responsible for providing a national network of career advice to schools and colleges in the Kent area. The successful candidate will be responsible for providing a national network of career advice to schools and colleges in the Kent area.

LEICESTERSHIRE COUNTY COUNCIL

An Equal Opportunity Employer

INFORMATION OFFICER

(CSCAD) WITHIN THE LEICESTERSHIRE CAREERS SERVICE

Full-time to research and collect career information in connection with the C.A.S.E. (Career Advice Service) and to provide a national network of career advice to schools and colleges in the Leicestershire area. The successful candidate will be responsible for providing a national network of career advice to schools and colleges in the Leicestershire area.

Application forms on request of S.A.E. from the Director of Education, Room 3.5, County Hall, Glenfield, Leicestershire LE4 0DD.

LIVERPOOL EDUCATION AUTHORITY

BIOLOGICAL SCIENCES AND HEALTH EDUCATION OFFICER

£15,627 - £16,776 per annum
Post No. E518

Applications are invited for the post of Assistant Biological Sciences and Health Education Officer. The successful candidate will be responsible for providing a national network of career advice to schools and colleges in the Liverpool area.

The applicants will be expected to have good academic qualifications and experience in the field of biological sciences and health education. The successful candidate will be responsible for providing a national network of career advice to schools and colleges in the Liverpool area.

Application forms, returnable by the 19th December 1986, may be obtained from the Director of Education, Room 3.5, County Hall, Glenfield, Leicestershire LE4 0DD.

Liverpool City Council is an Equal Opportunity Employer and welcomes applications from people of all ages, race, sex, marital status or disability. (45633) 480000

SEFTON METROPOLITAN BOROUGH EDUCATION COMMITTEE

Applications are invited for the post of Assistant Biological Sciences and Health Education Officer. The successful candidate will be responsible for providing a national network of career advice to schools and colleges in the Sefton area.

The applicants will be expected to have good academic qualifications and experience in the field of biological sciences and health education. The successful candidate will be responsible for providing a national network of career advice to schools and colleges in the Sefton area.

Application forms, returnable by the 19th December 1986, may be obtained from the Director of Education, Room 3.5, County Hall, Glenfield, Leicestershire LE4 0DD.

Liverpool City Council is an Equal Opportunity Employer and welcomes applications from people of all ages, race, sex, marital status or disability. (45633) 480000

STAFFORDSHIRE COUNTY COUNCIL

Applications are invited for the post of Assistant Biological Sciences and Health Education Officer. The successful candidate will be responsible for providing a national network of career advice to schools and colleges in the Staffordshire area.

The applicants will be expected to have good academic qualifications and experience in the field of biological sciences and health education. The successful candidate will be responsible for providing a national network of career advice to schools and colleges in the Staffordshire area.

Application forms, returnable by the 19th December 1986, may be obtained from the Director of Education, Room 3.5, County Hall, Glenfield, Leicestershire LE4 0DD.

Liverpool City Council is an Equal Opportunity Employer and welcomes applications from people of all ages, race, sex, marital status or disability. (45633) 480000

STAFFORDSHIRE COUNTY COUNCIL

Applications are invited for the post of Assistant Biological Sciences and Health Education Officer. The successful candidate will be responsible for providing a national network of career advice to schools and colleges in the Staffordshire area.

The applicants will be expected to have good academic qualifications and experience in the field of biological sciences and health education. The successful candidate will be responsible for providing a national network of career advice to schools and colleges in the Staffordshire area.

Application forms, returnable by the 19th December 1986, may be obtained from the Director of Education, Room 3.5, County Hall, Glenfield, Leicestershire LE4 0DD.

Liverpool City Council is an Equal Opportunity Employer and welcomes applications from people of all ages, race, sex, marital status or disability. (45633) 480000

STAFFORDSHIRE COUNTY COUNCIL

Applications are invited for the post of Assistant Biological Sciences and Health Education Officer. The successful candidate will be responsible for providing a national network of career advice to schools and colleges in the Staffordshire area.

The applicants will be expected to have good academic qualifications and experience in the field of biological sciences and health education. The successful candidate will be responsible for providing a national network of career advice to schools and colleges in the Staffordshire area.

Application forms, returnable by the 19th December 1986, may be obtained from the Director of Education, Room 3.5, County Hall, Glenfield, Leicestershire LE4 0DD.

Liverpool City Council is an Equal Opportunity Employer and welcomes applications from people of all ages, race, sex, marital status or disability. (45633) 480000

Department of Education and Science

HM Inspectors of Schools

Applications are invited from men and women, preferably aged between 35 and 45, for appointment in England as HM Inspectors. HMI inspect educational institutions as part of the general and specialist assignments and provide advice to the Department and current vacancies are for specialists in:

(A) Secondary Education

Art and Design: Ref. 14/87

Applicants should have appropriate specialist qualifications and experience of the full range of the art, craft and design area of the curriculum, including critical studies in secondary schools. Experience of design activities would be an advantage. Extensive teaching experience of studio/workshop based courses is essential.

Business Studies: Ref. 15/87

Applicants should have good specialist qualifications and substantial experience of teaching in secondary schools. Experience of working in industry or commerce and of applying information technology in the subject would be an advantage. Candidates will be expected to be familiar with recent curricular and examination developments and about the place of Business Studies in the whole curriculum.

Classics: Ref. 16/87

Applicants should have good academic qualifications, a wide interest in education and in the contribution of classics to the curriculum, and substantial recent experience of teaching classics in a maintained or independent school. A good knowledge of recent developments in classics teaching is essential.

Craft, Design, Technology: Ref. 17/87

Applicants should have good qualifications, a breadth of teaching experience in secondary schools within CDT and an interest in the development of technology in schools. It is expected that candidates will be familiar with recent curricular and examination developments in the subject and with its contribution to the curriculum as a whole. Some experience of either the primary or tertiary phases of education would be an added advantage.

History: Ref. 18/87

Applicants should have good academic qualifications in history and have practical experience of teaching history and of departmental management in secondary schools and/or further education. Candidates will be expected to be familiar with recent curricular and examination developments within the subject, its relationship to other subjects, and how it contributes to the whole school curriculum.

Home Economics: Ref. 19/87

Applicants must have good specialist qualifications, substantial teaching experience and a knowledge of all aspects of the subject and its contribution to the curriculum as a whole. It will be an advantage to have had industrial or professional experience and to have occupied a position of responsibility within the subject.

General Secondary: Ref. 20/87

Applicants should have substantial teaching experience and have occupied a senior post of responsibility in secondary schools, including sixth form colleges. It will be an advantage to have had some experience in teaching and organising work in one of the following subjects and aspects of the curriculum: art, business studies, careers education and guidance, classics or English.

Mathematics: Ref. 21/87

Applicants should have good academic qualifications in mathematics, substantial experience of teaching the subject in schools and colleges and a wide interest in education. Applications will be welcomed from those whose experience includes the teaching of mathematics in primary schools.

Modern Languages: Ref. 22/87

Applicants should have good academic qualifications and a high level of fluency in Spanish and in French together with substantial experience of teaching these languages in secondary schools or further education.

Science: Ref. 23/87

Candidates should have good academic qualifications, and substantial experience of teaching science and A-level biology in secondary schools. Experience at a senior level in either schools, teacher training or advisory work, and an interest in technology or primary science would be an advantage.

For all the above posts it will be an advantage for applicants to have experience of industry or commerce, or the use of information technology as part of their normal work or of LEA administration and/or finance.

(B) Information Technology: Ref. 24/87

Applicants will be expected to have recent experience of teaching information technology in schools or colleges. Expertise in microelectronics, including control technology will be particularly welcomed.

(C) Educational Technology: Ref. 25/87

Applicants will be expected to have relevant extensive experience of work in the field of Educational Technology. Expertise in one or more of the following areas will be particularly welcomed: educational broadcasting; media education; open learning; information skills; course development and evaluation; teaching methodology and resource management.

Starting salary for all posts is within the range £18,020-£24,302. Relocation expenses of up to £5,000 may be payable. Application forms (to be returned as soon as possible and not later than 16 December 1986), and further information may be obtained from Mrs S Willis, Department of Education and Science, 39 York Road, London, SE1 7PH. Telephone: 01-934 0798/0799/0800.

The Civil Service is an equal opportunity employer.

PLEASE NOTE CLASSIFIED COPY DEADLINES FOR CHRISTMAS

DECEMBER 19th 4PM FRIDAY 12TH DECEMBER

DECEMBER 26th 4PM THURSDAY 18TH DECEMBER

JANUARY 2nd 4PM TUESDAY 23RD DECEMBER

GENERAL ADMINISTRATION



Preston
Where people mean business

EDUCATION OFFICER

HARRIS MUSEUM AND ART GALLERY
Salary Scale £8,391 - £10,164 per annum

Preston Borough Council wishes to recruit a versatile and enthusiastic Education Officer to this post, funded by Lancashire County Council. He/she will be expected to develop further the educational potential of the Harris Museum and Art Gallery, and will be a member of a small team working to create a museum which is relevant and accessible to a wider public.

The successful applicant must have a teaching qualification and preferably experience of teaching and/or working in a museum/art gallery.

Local Government pay scales and conditions of service will apply and assistance with removal and relocation expenses will be provided in appropriate cases.

THIS IS A RE-ADVERTISEMENT. PREVIOUS APPLICANTS WILL AUTOMATICALLY BE CONSIDERED.

CLOSING DATE: 17th December, 1986.

Further details and application forms obtainable from and returnable to the Director of Personnel and Management Services, Town Hall, Preston, PR1 5RL. Tel. (0772) 288980. We are an equal opportunity employer.

Preston Borough Council



As a result of the expansion of its work, BCMS is seeking to fill a new executive post on its UK staff:

METROPOLITAN SECRETARY

to promote support for world mission among churches in the London area and assist in the selection and care of missionaries. The person appointed will be theologically aware, with preaching ability, and experienced in communicating the Christian faith to others.

For further details contact Mary Punt (01-691 6111). Applications must be received by 8 January 1987.

BCMS is an evangelical Anglican mission agency which has nearly 100 personnel in Africa, Asia, Latin America and Europe.

BCMS, 261 Lewisham Way, London SE4 1XF

EAST MIDLAND REGIONAL EXAMINATIONS BOARD

a member of the MIDLAND EXAMINING GROUP

ASSISTANT SECRETARY

Applications are invited for the post of Assistant Secretary.

The appointment is superannuable and the terms and conditions of service are in accordance with those of the National Joint Council for Local Authorities' Administrative, Professional and Clerical Services.

The salary is on the NJC Scale (Points 34-38) (£12,287-£13,653 p.a.).

Applications should be submitted by 5th January, 1987.

Further details may be obtained from: The Secretary, East Midland Regional Examinations Board, Robins Wood House, Robins Wood Road, Aspley, Nottingham NG8 3NR.

Social Services

LANCASHIRE COUNTY COUNCIL

An Equal Opportunity Employer

SOCIAL SERVICES

QUALIFIED TEACHER

Salary: Barnham 1, plus Allowance

Required at Tyldesley O & A Centre, Blackpool

Normans Road, Blackpool

Applicants must be suitably qualified and experienced persons to work in this purpose-built Assessment Centre which caters for 24 boys between the ages of 10 and 18 years.

Application form and details from the Headmaster, Tyldesley O & A Centre, Blackpool, Tel: Blackpool (0552) 894817.

Closing date: 19th December 1986. (45705) 520000

Examiners

THE ASSOCIATED EXAMINING BOARD

The Board invited applications for the post of Assistant Examiner for the Integrated Science (500/022) examination. The successful candidate will be responsible for the preparation of the examination material and the marking of the examination.

Applicants should have a degree or equivalent qualification in a relevant subject and a minimum of four years' recent relevant teaching experience.

Further information and application forms may be obtained from The Secretary, General (A7), The Associated Examining Board, Stag Hill House, Guildford, Surrey GU2 5XJ to whom completed forms should be returned no later than Friday 19th December, 1986. (45384) 600000

EDUCATION DEPARTMENT SCHOOL PSYCHOLOGICAL SERVICE

LOCUM EDUCATIONAL PSYCHOLOGIST

SOULBURY
£12,201 - £17,148 plus £232 Fringe Allowance
POST NO: A0114

Required in the West Essex Area for at least one term, based at either Loughton or Harlow School Psychological Service Office, to cover for sick leave.

Applicants should be qualified teachers with classroom experience who have successfully completed a recognised course of professional training in educational psychology. A commitment to a team approach to service delivery is essential.

Interested applicants may telephone Mr J Acklaw, County Educational Psychologist on Ext 2643 for further information.

Closing Date: 19 December, 1986.

Application form and further details available from (s.a.s. please) the County Education Officer (PI), PO Box 47, Market Rd, Chelmsford, Essex CM1 1LD (Telephone Chelmsford 267222 Ext 2826).



Educational Psychologist

Carlisle

Burnham qualified teacher Scale 4, point 4, to Burnham Headteacher Group 7, point 4.

£12,201-£17,148.

This is a new post as part of the first stage of a developmental programme for the School Psychological Service. Cumbria County Council has carried out a comprehensive review of special educational needs: policy and a number of significant changes have been proposed in policy, provision and practice. The School Psychological Service is looking for Educational Psychologists who would be able to contribute to the development of a service to schools that would offer active intervention and support to systems as well as individuals.

Applicants should have a good honours degree in psychology, recognised teacher training and reasonable teaching experience in schools and should have successfully completed post graduate training in Educational Psychology.

Informal enquiries to Principal Educational Psychologist, Michael Wainwright, Carlisle (0228) 23436 ext. 2569.

Further particulars and application forms (s.a.s. please), from Director of Education, 5 Portland Square, Carlisle, to whom completed forms should be returned with a full letter of application by 5th January 1987.

Open to both men and women.



Lancashire County Council

AN EQUAL OPPORTUNITY EMPLOYER

EDUCATION

FULL TIME EDUCATIONAL PSYCHOLOGIST

(Ref: A1176/1/P)

Salary: Salford Committee Scale equivalent to the Burnham qualified teacher scale 3 point 4 to Headteacher Group 7 £10,170 to £17,148 p.a. Commencing salary according to age and experience.

Required by the PRESTON AREA TEAM

The post offers opportunities for work with pre school children in Child Development Centres and with Primary, Secondary and Special Schools and Units. Must have a Honours degree in Psychology, teaching experience and post graduate training in educational psychology.

TEMPORARY PART TIME OR FULL TIME EDUCATIONAL PSYCHOLOGISTS

(Ref: A1153/1/P)

Salary: Salford Committee Scale equivalent to the Burnham qualified teacher scale 3 point 4 to Headteacher Group 7 £10,170 to £17,148 p.a. Commencing salary according to age and experience.

Required by the BLACOLLE AREA TEAM

Must have honours degree in Psychology, teaching experience, and post graduate training in educational psychology.

Informal enquiries for the above posts should be addressed to Mr P Buckley, Principal Educational Psychologist at Preston S6601.

Application forms from the Chief Education Officer, Education Department, PO Box 61, County Hall, Preston, PR1 5RL. (S.A.E. please).

Closing date: 18th December, 1986.

(00738)

Temporary Educational Psychologist

Soulbury for Educational Psychologists
£10,896 - £17,874.

We are looking for a qualified and preferably experienced Educational Psychologist for 3 months from 19th January 1987.

You will be involved in the normal assessment and advisory work with a group of schools and will also have the opportunity to work within specialised areas for children with special needs. This is a progressive service of 8 Psychologists and offers a challenging opportunity to gain professional experience within a supportive team. A car user allowance is payable and a current driving licence is essential.

Please quote Ref E28A.

For further information and application form please contact Chief Personnel Officer, Bromley Civic Centre, Rochester Avenue, Bromley, BR1 3HU. Tel: 01-290 0324 (24 hour answering service).

Closing date: 19th December 1986.

(04659)

THE LONDON BOROUGH

MIDLAND EXAMINING GROUP

East Midland Regional Examinations Board
Oxford and Cambridge Schools Examination Board
Southern Universities' Joint Board for School Examinations
The West Midlands Examinations Board
University of Cambridge Local Examinations Syndicate

GENERAL CERTIFICATE OF SECONDARY EDUCATION EXAMINATION

Applications are invited for the following

CHIEF EXAMINER

appointment for June 1988:

DRAMA

Further details and application forms may be obtained from: The Secretary, University of Cambridge, Local Examinations Syndicate, Syndicate Buildings, 1 Hills Road, Cambridge CB1 2EU.

EDUCATION DEPARTMENT ASSISTANT EDUCATION OFFICER

Salary: £13,653-£14,862 (under review)

This post which becomes vacant with effect from 1st March, 1987 supports the Senior Education Officer with responsibility for Primary and Secondary Schools in the Gloucester City and Forest of Dean area of the Authority.

Applicants should have had teaching and appropriate administrative experience. In addition to Area duties, there will be opportunities to develop professional interests County-wide. A car user allowance is attached to this post.

Further details and application forms may be obtained from:

The Chief Education Officer, Shire Hall, Gloucester GL1 2TP. Telephone: Gloucester 428488 (24-hour answering service).

Closing date: 23rd December, 1986.

Gloucestershire County Council

AN EQUAL OPPORTUNITIES EMPLOYER



UNIVERSITY OF CAMBRIDGE LOCAL EXAMINATIONS SYNDICATE

GENERAL CERTIFICATE OF EDUCATION EXAMINATION ADVANCED LEVEL

The Syndicate invites applications for the following Chief Examiner appointments in English for 1988.

LITERATURE c. 1900-c. 1940

CONTEMPORARY WRITING

SPECIAL PAPER

Applicants must be graduates or hold appropriate qualifications and should be under 55 with five years' recent teaching experience. Examining experience is essential. Chief Examiner's duties include setting question papers, advising on the award of grades and may include the supervision of a team of examiners.

Further details and application forms may be obtained from: The Secretary, University of Cambridge, Local Examinations Syndicate, Syndicate Buildings, 1 Hills Road, Cambridge CB1 2EU.

EXAMINERS

continued

THE ASSOCIATED EXAMINING BOARD

The Board invites applications for the following posts for the June 1987 examinations, duties to commence in June 1987.

ASSISTANT EXAMINERS for **SOCIOLOGY** (023) (639) at Ordinary and Advanced Level.

ASSISTANT EXAMINERS for **PSYCHOLOGY** (031) (625) at Ordinary and Advanced Level.

Full details of our services from Capstan Centre Head Office, Wellington Road, Ashford, Kent, TN25 2JL. Tel: 0461 52136. (46132) 600000

Applicants should have a degree or equivalent qualification in a relevant subject and a minimum of four years' recent relevant teaching experience.

Further information and application forms may be obtained from: The Secretary, General (A9), The Associated Examiners Board, Stag Hill House, Guildford, Surrey GU1 5XJ. Tel: Guildford 506300. To whom completed forms should be returned. (46332) 600000

DORSET
ACCREDITED CENTRE FOR
STAFF TRAINING
STAFF TRAINING
LEARNING TUTOR
Full-time temporary post of Learning Tutor has been created at ADAC to support the training of staff involved in VTS (vocational training system) in the educational sector. The post holder will be based at Dorset College, Dorchester, Dorset. The post is for the initial contract period to March 1988. Interviews will be held on 22nd January 1987. Applicants should have a minimum of three years' experience in staff training and management and a degree or equivalent qualification. For details and application form, please write to: ADAC, Dorset College, Dorchester, Dorset. Tel: 0300 897822. Closing date: 24th December 1986. 600000 (46457)

Miscellaneous

CAREER ASSESSMENT

An opportunity to assess career potential in education or elsewhere.

A one day programme designed for teachers seeking career development.

Available at two of our major centres Bolton & Brighton.

Capstan Careers has offices throughout the country and also provides professional careers guidance and advice.

Full details of our services from Capstan Centre Head Office, Wellington Road, Ashford, Kent, TN25 2JL. Tel: 0461 52136. (46132) 600000

DORSET
ACCREDITED CENTRE FOR
STAFF TRAINING
STAFF TRAINING
LEARNING TUTOR
Full-time temporary post of Learning Tutor has been created at ADAC to support the training of staff involved in VTS (vocational training system) in the educational sector. The post holder will be based at Dorset College, Dorchester, Dorset. The post is for the initial contract period to March 1988. Interviews will be held on 22nd January 1987. Applicants should have a minimum of three years' experience in staff training and management and a degree or equivalent qualification. For details and application form, please write to: ADAC, Dorset College, Dorchester, Dorset. Tel: 0300 897822. Closing date: 24th December 1986. 600000 (46457)



Video letter project sales & marketing

The Video Letter is a series of 12 educational programmes produced by TDK in conjunction with SOAS - University of London, depicting life as seen through the eyes of Japanese children, with accompanying comprehensive manuals providing teachers with additional information and follow up activities.

We are looking for someone capable of presenting this package for sales to schools around the UK. The successful applicant will have a working knowledge of the educational system, a flair for marketing, and be prepared to travel widely throughout the UK.

A competitive salary will be paid and a company car provided.

Please send full details of your career and salary to date, stating why you feel you would succeed in this challenging role to:

Mrs Fay Wood
SOAS - TDK Video Letter Project, 8th Floor, Pembroke House, Wellesley Road, Croydon CR0 9XW.

NATIONAL YOUTH THEATRE OF GREAT BRITAIN

Some time before his death, Mr Michael Croft had announced his intention to retire as Director of the National Youth Theatre at the end of 1987. With the Council of the NYTGB he had established the machinery for his succession and the structure within which the company should operate, headed by the Artistic Director and an Administrative Director working in tandem.

Having appointed Mr David Balcombe as Administrative Director, the Council invites applications for the post of

ARTISTIC DIRECTOR

Ideally the Council seeks applicants with sound experience of Youth Theatre work, but candidates with general theatre experience combined with youth work will be considered. Pastoral responsibility for members of the company (aged 14-21) is equally as important as artistic leadership because of the unique constitution of the NYT. The successful applicant will be involved in all aspects of the running of the company, the maintenance of its aims for excellence and the development of current and future policy and its implementation.

Written applications should include a full CV and the names of three referees. They should be addressed, in strictest confidence, to: Mr Malcolm Horsman, Chairman, NYTGB, 34 York Way, LONDON N1 9AB.

to arrive by 31st December 1986.
Salary would be commensurate with a position of this importance and responsibility.

Put your communication skills to the test £10,000 + car East Anglia

Burtis and Harvey is part of a major international group and a leading supplier of weed and plant control agents to industrial and municipal outlets. We are looking for a motivated and well organised person who is good at disseminating factual information in an interesting way. Sounds like teaching?

Based at home you will act independently supervising, supplying and applying contractors and promoting product sales. This will bring you into face to face contact with Managers and Officials at all levels.

Your most important asset will be the personality and ambition to succeed as full sales training will be given.

Promotion prospects are good and our benefits are those expected of a major company.

Please write giving brief details about yourself and your aspirations to Mr. John Gamson, Personnel Officer, May & Baker Agrochemicals, Pyfield Road, Ongar, Essex CM5 0HW or call 0277 362127, ext. 220 for a chat.

Equal opportunities in employment and career development. Part of a major international group. The creative chemical company worldwide. Group employees in 60 countries.

MISCELLANEOUS

continued

PORTSMOUTH ANGLO-AMERICAN SOCIETY OF DIACONIA DIRECTOR OF EDUCATION

The appointment will be combined with a Director of Education of the Cathedral.

Particulars obtainable from: The Bishop of Portsmouth, The Bishop's Palace, Portsmouth, Hampshire PO1 1AT.

Closing date for receipt of completed applications (form 1987) (4651) 600000

SUMMER JOBS ABROAD FOR CHILDREN'S COURSES

Experienced people, over 20, needed to organise activities for children on summer holidays in Europe, from September.

Write giving full details to: Children's Courses, Room 10, 100, Victoria Road, European Travel Ltd., York, YO1 1JL. Tel: 01904 660000. (4654) 600000

SUMMER TEACHING JOBS IN AMERICA

Work on American children's camps, and on to end August. See all under 'Holidays and Accommodation' (4644) 600000

Outdoor Education

ALSTON/CUMBRIA HEAD OF OUTDOOR EDUCATION

Knowledge of development of outdoor education would be an advantage. The post is for 12 months, with the possibility of extension to 15 months and agree with the Alms and Purposes of the NCA.

For details and application form, please write to: Alms and Purposes of the NCA, Newcastle C.C. Down, 14300 (46442) 600000

OXFORDSHIRE COUNTY COUNCIL WOODLANDS CENTRE FOR OUTDOOR EDUCATION

A temporary teaching/instruction post is required at the above centre for the Spring Term 1987. Scale 2.

Further details and application form available from the Woodlands Centre.

For details and application form, please write to: Woodlands Centre, Oxfordshire, Oxford, OX1 1JL. Tel: 01865 246000. (46442) 600000

CLWYD COUNTY COUNCIL EDUCATION DEPARTMENT

Mr SWITCHER
BACH OUTDOOR
EDUCATION CENTRE
Llanrwst

Candidates should be well experienced and qualified in outdoor education and environmental studies.

Salary: Barnham Scale 1.

Application forms and further details from the Education Department, Clwyd County Council, 121, East, 2520 (1981) to be returned by 10th December 1986. 600000 (4651)

DEVON SEAN LODGE OUTDOOR EDUCATION

The professionals in Outdoor Education, Single or Multi-Course for groups or individuals. For details and application form, please write to: Sean Lodge Outdoor Education, 102573, Devon, EX1 1JL. Tel: 0346 52136. (46132) 600000

OWNED

Required for January, a suitably qualified/experienced person capable of leading and motivating a team of people. Must be a driver. For details and application form, please write to: Sean Lodge Outdoor Education, 102573, Devon, EX1 1JL. Tel: 0346 52136. (46132) 600000

INSTRUCTORS REQUIRED TO JOIN THE NATIONAL YOUTH THEATRE OF GREAT BRITAIN

For details and application form, please write to: National Youth Theatre of Great Britain, 34 York Way, London N1 9AB. Tel: 011 492 7682. 600000 (46457)

INSTRUCTORS AND VOLUNTEERS
The Diocese of Portsmouth is seeking experienced and enthusiastic people to join its Outdoor Education team. The team is responsible for the provision of outdoor education for the Diocese of Portsmouth. The team is currently seeking experienced and enthusiastic people to join its Outdoor Education team. The team is currently seeking experienced and enthusiastic people to join its Outdoor Education team.

**INSTRUCTORS LOOKING
FOR WORK** in outdoor education. The Diocese of Portsmouth is seeking experienced and enthusiastic people to join its Outdoor Education team. The team is currently seeking experienced and enthusiastic people to join its Outdoor Education team.

LLANDUDNO
CENTRE FOR OUTDOOR EDUCATION. The Diocese of Llandudno is seeking experienced and enthusiastic people to join its Outdoor Education team. The team is currently seeking experienced and enthusiastic people to join its Outdoor Education team.

NORTHERN IRELAND
YMCA NATIONAL CENTRE. The YMCA National Centre in Northern Ireland is seeking experienced and enthusiastic people to join its Outdoor Education team. The team is currently seeking experienced and enthusiastic people to join its Outdoor Education team.

OXFORDSHIRE
COUNTY COUNCIL. The Oxfordshire County Council is seeking experienced and enthusiastic people to join its Outdoor Education team. The team is currently seeking experienced and enthusiastic people to join its Outdoor Education team.

OXFORDSHIRE
COUNTY COUNCIL. The Oxfordshire County Council is seeking experienced and enthusiastic people to join its Outdoor Education team. The team is currently seeking experienced and enthusiastic people to join its Outdoor Education team.

OXFORDSHIRE
COUNTY COUNCIL. The Oxfordshire County Council is seeking experienced and enthusiastic people to join its Outdoor Education team. The team is currently seeking experienced and enthusiastic people to join its Outdoor Education team.

OXFORDSHIRE
COUNTY COUNCIL. The Oxfordshire County Council is seeking experienced and enthusiastic people to join its Outdoor Education team. The team is currently seeking experienced and enthusiastic people to join its Outdoor Education team.

OXFORDSHIRE
COUNTY COUNCIL. The Oxfordshire County Council is seeking experienced and enthusiastic people to join its Outdoor Education team. The team is currently seeking experienced and enthusiastic people to join its Outdoor Education team.

OXFORDSHIRE
COUNTY COUNCIL. The Oxfordshire County Council is seeking experienced and enthusiastic people to join its Outdoor Education team. The team is currently seeking experienced and enthusiastic people to join its Outdoor Education team.

OXFORDSHIRE
COUNTY COUNCIL. The Oxfordshire County Council is seeking experienced and enthusiastic people to join its Outdoor Education team. The team is currently seeking experienced and enthusiastic people to join its Outdoor Education team.

OXFORDSHIRE
COUNTY COUNCIL. The Oxfordshire County Council is seeking experienced and enthusiastic people to join its Outdoor Education team. The team is currently seeking experienced and enthusiastic people to join its Outdoor Education team.

SOUTH GLAMORGAN

ABERCHAVE OUTDOOR EDUCATION CENTRE

Requires a DIRECTOR

Responsible for the organisation of courses.

Must be qualified in outdoor education.

Salary: £7,000 - £8,500 dependent on experience and qualifications.

For details and application form, please write to: The Director of Education, South Glamorgan Council, 100, Victoria Road, Cardiff, CF1 1JL. Tel: 011 222 1234. 600000

INSTRUCTORS LOOKING FOR WORK

The Diocese of South Glamorgan is seeking experienced and enthusiastic people to join its Outdoor Education team. The team is currently seeking experienced and enthusiastic people to join its Outdoor Education team.

For details and application form, please write to: The Diocese of South Glamorgan, 100, Victoria Road, Cardiff, CF1 1JL. Tel: 011 222 1234. 600000

INSTRUCTORS LOOKING FOR WORK

The Diocese of South Glamorgan is seeking experienced and enthusiastic people to join its Outdoor Education team. The team is currently seeking experienced and enthusiastic people to join its Outdoor Education team.

For details and application form, please write to: The Diocese of South Glamorgan, 100, Victoria Road, Cardiff, CF1 1JL. Tel: 011 222 1234. 600000

INSTRUCTORS LOOKING FOR WORK

The Diocese of South Glamorgan is seeking experienced and enthusiastic people to join its Outdoor Education team. The team is currently seeking experienced and enthusiastic people to join its Outdoor Education team.

For details and application form, please write to: The Diocese of South Glamorgan, 100, Victoria Road, Cardiff, CF1 1JL. Tel: 011 222 1234. 600000

INSTRUCTORS LOOKING FOR WORK

The Diocese of South Glamorgan is seeking experienced and enthusiastic people to join its Outdoor Education team. The team is currently seeking experienced and enthusiastic people to join its Outdoor Education team.

For details and application form, please write to: The Diocese of South Glamorgan, 100, Victoria Road, Cardiff, CF1 1JL. Tel: 011 222 1234. 600000

INSTRUCTORS LOOKING FOR WORK

The Diocese of South Glamorgan is seeking experienced and enthusiastic people to join its Outdoor Education team. The team is currently seeking experienced and enthusiastic people to join its Outdoor Education team.

For details and application form, please write to: The Diocese of South Glamorgan, 100, Victoria Road, Cardiff, CF1 1JL. Tel: 011 222 1234. 600000

INSTRUCTORS LOOKING FOR WORK

The Diocese of South Glamorgan is seeking experienced and enthusiastic people to join its Outdoor Education team. The team is currently seeking experienced and enthusiastic people to join its Outdoor Education team.

For details and application form, please write to: The Diocese of South Glamorgan, 100, Victoria Road, Cardiff, CF1 1JL. Tel: 011 222 1234. 600000

INSTRUCTORS LOOKING FOR WORK

The Diocese of South Glamorgan is seeking experienced and enthusiastic people to join its Outdoor Education team. The team is currently seeking experienced and enthusiastic people to join its Outdoor Education team.

For details and application form, please write to: The Diocese of South Glamorgan, 100, Victoria Road, Cardiff, CF1 1JL. Tel: 011 222 1234. 600000

INSTRUCTORS LOOKING FOR WORK

The Diocese of South Glamorgan is seeking experienced and enthusiastic people to join its Outdoor Education team. The team is currently seeking experienced and enthusiastic people to join its Outdoor Education team.

For details and application form, please write to: The Diocese of South Glamorgan, 100, Victoria Road, Cardiff, CF1 1JL. Tel: 011 222 1234. 600000

INSTRUCTORS LOOKING FOR WORK

The Diocese of South Glamorgan is seeking experienced and enthusiastic people to join its Outdoor Education team. The team is currently seeking experienced and enthusiastic people to join its Outdoor Education team.

English as a Foreign Language

BOURNEMOUTH

Learn to teach English as a foreign language at the International Centre for Training, Bournemouth. The Centre is currently seeking experienced and enthusiastic people to join its Outdoor Education team.

For details and application form, please write to: The International Centre for Training, Bournemouth, 100, Victoria Road, Bournemouth, BH1 1JL. Tel: 01202 523337. 600000

Learn to teach English as a foreign language at the International Centre for Training, Bournemouth. The Centre is currently seeking experienced and enthusiastic people to join its Outdoor Education team.

For details and application form, please write to: The International Centre for Training, Bournemouth, 100, Victoria Road, Bournemouth, BH1 1JL. Tel: 01202 523337. 600000

INSTRUCTORS LOOKING FOR WORK

The Diocese of Bournemouth is seeking experienced and enthusiastic people to join its Outdoor Education team. The team is currently seeking experienced and enthusiastic people to join its Outdoor Education team.

For details and application form, please write to: The Diocese of Bournemouth, 100, Victoria Road, Bournemouth, BH1 1JL. Tel: 01202 523337. 600000

INSTRUCTORS LOOKING FOR WORK

The Diocese of Bournemouth is seeking experienced and enthusiastic people to join its Outdoor Education team. The team is currently seeking experienced and enthusiastic people to join its Outdoor Education team.

For details and application form, please write to: The Diocese of Bournemouth, 100, Victoria Road, Bournemouth, BH1 1JL. Tel: 01202 523337. 600000

INSTRUCTORS LOOKING FOR WORK

The Diocese of Bournemouth is seeking experienced and enthusiastic people to join its Outdoor Education team. The team is currently seeking experienced and enthusiastic people to join its Outdoor Education team.

For details and application form, please write to: The Diocese of Bournemouth, 100, Victoria Road, Bournemouth, BH1 1JL. Tel: 01202 523337. 600000

INSTRUCTORS LOOKING FOR WORK

The Diocese of Bournemouth is seeking experienced and enthusiastic people to join its Outdoor Education team. The team is currently seeking experienced and enthusiastic people to join its Outdoor Education team.

For details and application form, please write to: The Diocese of Bournemouth, 100, Victoria Road, Bournemouth, BH1 1JL. Tel: 01202 523337. 600000

INSTRUCTORS LOOKING FOR WORK

The Diocese of Bournemouth is seeking experienced and enthusiastic people to join its Outdoor Education team. The team is currently seeking experienced and enthusiastic people to join its Outdoor Education team.

For details and application form, please write to: The Diocese of Bournemouth, 100, Victoria Road, Bournemouth, BH1 1JL. Tel: 01202 523337. 600000

INSTRUCTORS LOOKING FOR WORK

The Diocese of Bournemouth is seeking experienced and enthusiastic people to join its Outdoor Education team. The team is currently seeking experienced and enthusiastic people to join its Outdoor Education team.

For details and application form, please write to: The Diocese of Bournemouth, 100, Victoria Road, Bournemouth, BH1 1JL. Tel: 01202 523337. 600000

INSTRUCTORS LOOKING FOR WORK

The Diocese of Bournemouth is seeking experienced and enthusiastic people to join its Outdoor Education team. The team is currently seeking experienced and enthusiastic people to join its Outdoor Education team.

For details and application form, please write to: The Diocese of Bournemouth, 100, Victoria Road, Bournemouth, BH1 1JL. Tel: 01202 523337. 600000

INSTRUCTORS LOOKING FOR WORK

The Diocese of Bournemouth is seeking experienced and enthusiastic people to join its Outdoor Education team. The team is currently seeking experienced and enthusiastic people to join its Outdoor Education team.

For details and application form, please write to: The Diocese of Bournemouth, 100, Victoria Road, Bournemouth, BH1 1JL. Tel: 01202 523337. 600000

INSTRUCTORS LOOKING FOR WORK

The Diocese of Bournemouth is seeking experienced and enthusiastic people to join its Outdoor Education team. The team is currently seeking experienced and enthusiastic people to join its Outdoor Education team.

Education Advisory Officer

The Business and Technician Education Council (BTEC) promotes the provision of education and training, upraising and retraining for those in, or preparing for employment, which both meets the needs of industry, commerce, and the public services, and provides students with an intellectual challenge.

There is an immediate vacancy for an Education Advisory Officer with a sound background in engineering, preferably in the electrical/electronic area. The work includes active participation in curriculum development, the validation of courses, and the provision of specialist subject advice to the Council's Boards and Committees, together with a regional role.

Applicants should have a general appreciation of engineering education gained from relevant industrial and further/higher education experience, and should preferably be Technician or Chartered Engineers with a degree or equivalent qualification.

Although this appointment will be based at the Council's Offices in London, the successful candidate must be prepared to travel extensively and regularly within the UK Salary, according to experience, between £16-£21,000 pa plus a range of benefits.

Please send your curriculum vitae, by 15 December 1986, quoting reference TES, to:

Mary Powell,
Principal Officer (Personnel),
BTEC,
Central House,
Upper Woburn Place,
London WC1H 0HH.



COUNTY UNATTACHED STAFF

Required for Easter, 1987, experienced teachers to join a team filling long-term vacancies. Scale 3 or 4 awarded according to experience.

Applications welcome from subject areas of SCIENCE and MODERN LANGUAGES. Some appointments will also be for PRIMARY specialists capable of assuming Head Teacher responsibilities.

Travel expenses payable. Relocation allowances payable in appropriate cases.

Please send foolscap s.a.s. for forms and details to County Education Officer, P.O. Box 47, Threadneedle House, Market Road, Chelmsford, CM1 1LD.

Closing date: 19th December, 1986.



THE DIOCESE OF ROCHESTER wishes to appoint AN ASSISTANT DIRECTOR OF EDUCATION to specialise in Children's Work and help develop work with young people up to the age of 18

Further details from:
The Diocesan
Director of Education,
St. Nicholas Church,
Rochester, Kent ME1 1SL
Tel: Medway (0634) 812775

(0474)

EDUCATION

Name _____
Address _____

Signature _____ Date _____